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ABSTRACT

In response to the recognition and needs of displaced homemakers as a distinct population, this model is presented as an outgrowth of Project New Start, a displaced homemakers center sponsored by the Chicago Community Colleges. Introductory sections include an abstract of the final project report, rationale and background of the project with focus on contributing legislation, and description of the present program. The ultimate goal stated for the model is to assist displaced homemakers in becoming socially and economically independent by providing the urban clients with counseling, referral, job training, and placement services. The seven major components are described in the order they take place in the program: administrative structure (facilities staff); recruitment; direct services to clients (counseling, survival needs, career guidance, training classes, job placement and development, and follow up); community involvement (outreach, advisory council); staff development (consultant services, inservice activities); record keeping and data collection; evaluation and reporting. Suggestions for program adoption or adaptation are included. A copy of the Displaced Homemakers Assistance Act enacted by the Illinois General Assembly is appended. Also included in the appendixes are forms for program evaluation, followup sheets, an assertive skills inventory, and an ability assessment form. (FP)

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A MODEL FOR AN URBAN DISPLACED HOMEMAKERS CENTER

Submitted by: Carol R. White, Project Coordinator

Project New Start-Displaced Homemakers Center

Chicago City-Wide College

One of the City Colleges of Chicago

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Department of Adult, Vocational and Technical Education

Springfield, Illinois 62777

July 1979

A Model for an Urban Displaced Homemakers Center and DAVTE-funding agreement number RD 120-B9-163 was developed pursuant to a funding agreement with the Illinois Office of Education/Department of Adult, Vocational and Technical Education/Special Program Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this Model for an Urban Displaced Homemakers Center do not reflect, nor should they be construed as policy or opinion of the State Board of Education/Illinois Office of Education or its staff.

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FINAL REPORT ABSTRACT

DAVTE Funding Agreement Number: RD#, 120-B9-163

Title: Project New Start - Displaced Homemakers Center

Project Director: Dr. Joan Swift, Vice President for Chicago City-Wide College

Funded Agency: Board of Trustees of Community College District 508

Location: 185 North Wabash Street, Chicago, Illinois 60601

Time Period: 8/1/78 - 6/30/79

Objectives of Project: The Displaced Homemakers Center, administered by City Colleges of Chicago, has as one of its goals the provision of a variety of counseling, job training and placement services designed to assist former homemakers prepare for and enter the paid job market.

The specific objective of the present project is to: develop jobs for the displaced homemakers participating in the program and to make them ready for placement. Another goal is to develop a model of a Displaced Homemakers Center for use by other institutions. The specific objective is to conduct activities to assure this may be accomplished, such as: working closely with Cardondale Center, providding linkage with community persons, providing information regarding Chicago Center, and developing and conducting methods of evaluation and dissemination.

Implementation:

1. Identify job categories appropriate to the client group served.
2. Identify employment opportunities in these job categories in the geographical area served by the project.
3. Establish contact with employing agencies for job possibilities for project participants.

Implementation (cont.)

4. Prepare clients for employment interview and entrance to job market.

5. Refer project participants to job opportunities which have been developed.

6. Attend steering committee meetings in Springfield, Carbondale and Chicago.

7. Meet with staff of Carbondale Center regularly.

8. Develop uniform data forms and compile collective profiles with Carbondale Center.

9. Set up Advisory Council for Center.

10. Produce directory of services and resources of Center.

11. Prepare and administer evaluation forms.

12. Prepare and distribute publicity and informative material.

Contribution to Vocational & Technical Education:

Expansion of services in the field of career guidance and job preparation and placement to a newly designated population of Displaced Homemakers.

Development of a replicable model which may be used by other career-oriented educational institutions in the State of Illinois.

Products Delivered: A final report for FY'79.

A Model of an Urban Displaced Homemakers Center.

MODEL FOR AN URBAN DISPLACED HOMEMAKER CENTER

I. Rationale

Recognition has recently been given to the needs of a group of individuals who have previously been ignored: individuals in their middle years who, having fulfilled the role of homemaker for many years, find themselves displaced because of dissolution of marriage, death of a spouse or other loss of family income. The term "Displaced Homemaker" has been used nationally to describe this group of individuals. Many displaced homemakers face greatly reduced income, a high rate of unemployment due to age and lack of paid work experience, and limited opportunities to collect assistance from Social Security, unemployment compensation, medical and other health insurance benefits or pension plans of the spouse. In 1977, the Governor's Office determined that there were 100,000 persons in the State of Illinois who could be classified as displaced homemakers.

The nature and extent of the needs of this group has been documented by a number of studies.

Pioneer Displaced Homemakers Centers located in Oakland, California and Baltimore, Maryland have done extensive research and have collected comprehensive data and statistics on persons, usually women, who were among the displaced homemaker population. These women were discovered to have certain general characteristics, as well as many individual problems.

These characteristics included lack of positive self-image, feelings of worthlessness, obsolete skills, need for support from peers, and minimal knowledge as how to initiate a job search. Some of the other problems facing low income displaced homemakers related to housing, child care, nutrition, legal aid, time and money management, and medical care.

Further research by the staff of these Centers showed that many displaced homemakers had a very difficult time in bridging the gap between full time homemaking and family care and returning to the world of paid employment. Large numbers of these persons were on public assistance or were living off dwindling savings, with little hope for the future.

Many areas of the United States have established Displaced Homemakers Centers as their response to the urgent needs of this newly designated population. These states include: Nebraska, Minnesota, California, New York, Texas, Maryland, Missouri, North Carolina, Florida, Massachussetts and Illinois.

The Centers offer special services to displaced homemakers to aid them in becoming socially and economically independent. Career counseling, skill training classes and job placement are among the services provided.

Legislation has been passed by the Illinois General Assembly to set up multipurpose centers to provide these services to displaced homemakers in Illinois. The Displaced Homemakers Center to be described here was established as a result of this legislation. It was designed as a demonstration project to develop a model for serving displaced homemakers in an urban setting. It is hoped that the model presented will be helpful to other individuals and agencies interested in serving the needs of displaced homemakers in their community.

II. The Chicago Displaced Homemakers Center: Project New Start

A. Background of the Present Project

The Illinois General Assembly passed the Displaced Homemakers Assistance Act in October 1977. The Act defines the "Displaced Homemaker" as a person who (1) has worked in the home for a substantial number of years providing unpaid household services for family members; (2) is not gainfully employed; (3) has difficulty in securing employment; and (4) was dependent on the income of another family member but is no longer supported by such income, or was dependent on federal assistance but is no longer eligible for such assistance. The legislation mandated that multi-purpose centers be set up in the State to provide assistance to displaced homemakers to enable them to maintain independence and economic security. (See Appendix A. for the text of the Act)

To implement the Act, the Governor's Office of Manpower and Human Development approved the use of 4% Comprehensive Education and Training (CETA) funds as a means of setting up and staffing the new Displaced Homemakers Centers.

The Governor's Advocate for Women and the Assistant to the Governor for Labor and Manpower spent several months identifying appropriate agencies or groups interested and capable of establishing such Centers. Requests for proposals, with the guidelines, were sent to interested agencies as part of the competitive bidding process. After appropriate review, two proposals were selected for initial funding: one in Carbondale to serve a rural population in downstate Illinois and one in Chicago to serve an urban community.

The City Colleges of Chicago was selected as the sponsoring institution for the Chicago Area Displaced Homemakers Center. The Center was placed administratively as a special unit within the Career Education Center of Chicago City-Wide College, one of the City Colleges of Chicago. Initial funding for the Center was secured from three sources: the Governor's Office of Manpower and Human Development*, the CETA Prime Sponsor for Chicago, the Mayor's Office of Employment and Training (previously the Mayor's Office of Manpower) and the Illinois Office of Education, Department of Adult, Vocational and Technical Education.

The Chicago Displaced Homemakers Center was opened on May 15, 1978. A press release from Governor James Thompson announced the opening of the two Illinois Centers (see Appendix B.). State Representative Susan Catania, one of the sponsors of the legislation, helped publicize the services of the Chicago Center by announcements on television, radio, the newspapers, and in her legislative newsletter to constituents.

Center Staff were hired during the initial phase of the project, May 15 - June 30, 1978, and client recruitment was begun. During this period, funds from the Illinois Office of Education, Department of Adult, Vocational and Technical Education were provided to sponsor an Information Sharing Conference on Displaced Homemakers. The Conference was held in Chicago, June 25-26, 1978. Coordinators and directors of programs functioning in other states across the country were invited to attend and to participate in its discussions, panels

* During the first two months of the Project, this portion of the project was administered through the Chicago Office of the U. S. Department of Labor; since then it has been monitored through the Governor's Office of Manpower and Human Development.

and small group sessions. 30 individuals attended, representing 10 states and 14 programs. Conference participants are listed in Appendix C. The Conference provided valuable information and inspiration to the Chicago staff in their initial structuring of the Chicago program. The newly hired staff members spent a great many weeks researching the programs of other Displaced Homemakers Centers around the United States. The Governor's Advocate for Women and the Assistant to the Governor for Labor and Manpower worked closely with the Project Coordinator in helping design and develop an urban model suited to the needs and problems of women in the Chicago metropolitan area.

Because the term "displaced homemaker" is one which sometimes conveys a negative image to the general public, the Chicago Center adopted the name "Project New Start" in the Fall of 1978 to reflect the positive, success-oriented atmosphere which the Center staff wished to convey.

During the first year of operation, Project New Start received a large amount of publicity from the media; newspapers, radio stations, television shows and week-end news supplements carried items concerning the program. These activities generated a great response from displaced homemakers and interested agency personnel in both the City and the suburbs. After one newspaper write-up, over 300 telephone calls were received during the following week, for example. During the first year of the Project, 570 persons contacted the Center for help and 390 displaced homemakers participated in the program.

B. Development of the Model

The Displaced Homemakers Assistance Act of October, 1977 was very specific in outlining the target population and the kinds of services to be provided by the multipurpose Centers in Illinois. The Chicago Center designed its program to cover all facets of the required services as defined by the General Assembly.

The Act specified the following services:

(1) "Counseling displaced homemakers with respect to appropriate job opportunities;

(2) Identifying community needs and seeking funding for new public and private sector jobs in relation to this Act;

(3) Providing displaced homemakers training skills, and referral services to become gainfully employed and independent;

(4) Developing plans to include more displaced homemakers in existing training and placement programs; and

(5) Referring displaced homemakers to agencies which provide information and assistance with respect to health care, financial matters, education, nutrition and legal problems".

In addition to the specifications regarding services to be provided under the Displaced Homemaker Assistance Act itself, each of the funding agencies supporting the present project had specific guidelines and objectives to be met. These determined that certain aspects of the program be given more emphasis than others. Changes in CETA eligibility requirements during the course of the project, resulting in changes in recruitment and intake procedures, is an example of the effect that funding source requirements had upon program.

During this year, the Center program was redesigned many times in ways considered to be most beneficial to the clients. As the

number of participants increased, new methods of intake counseling were devised, workshops were expanded, training classes were instituted and placement activities were developed.

The overwhelming response to the opening of the Chicago Center required some modification of the original program design. It was important to adapt the services to meet the needs of the greatest number of clients possible. The model developed as follows:

1. Counseling - Intake, Personal and Career Guidance

   Started as individual sessions with an intake counselor, with emphasis on career goals and personal situations. Intake forms were filled out and a career plan was set up for the clients. The sessions usually lasted about forty-five minutes.

   Developed into group intake sessions, with an opportunity for clients to schedule individual appointments with a counselor, if desired. Intake forms were filled out, the program was explained and questions were answered. The sessions lasted about an hour.

   Change was necessitated by the large numbers of clients needing intake and counseling services.

2. Pre-Employment Skills Workshops

   Started as half-day seminars one day per month. General career information was given to the clients and referrals were made to the Illinois Job Service Counselor.

   Developed into two full day seminars per week for three weeks of each month. The total seminar time per client averaged about thirty-two hours of workshop sessions

   Change was necessitated by the needs of clients in building self-concepts and in receiving training and support services.

3. Career Guidance

Started as individual sessions with a counselor exploring career goals and setting up career plans with the client, usually during the intake interview.

Developed into group career guidance, with emphasis placed upon using a library or career resource center. Clients were taught how to explore various occupations and bring back research information to others in the group.

Change was necessitated by the large numbers of clients needing services.

4. Vocational Testing

Started with each client taking the Kuder Vocational Preference Record, the Edwards Personal Preference Schedule, and Holland's Self-Directed Search. (Easy Form)

Developed into administering only the Kuder and the Self-Directed Search and eliminating Edwards Preference Schedule. The Edwards was less relevant to helping the target population.

Change was necessitated by the length of time required to administer the three tests and the relative usefulness of each.

5. "Survival Needs"

Started by only giving referrals in the areas of housing, child care, legal aid, psychological problems, food stamps and consumer difficulties.

Developed into having special segments of the workshops conducted by consultants in the various problem areas, with time for questions and answers and some private consultation. Guest consultants have been a psychologist, two women lawyers, a city consumer specialist, and a social worker.

Change was necessitated by the various needs and interests of the clients in many related areas of concern.

6. Education and/or Training Classes

Started by waiting for placement of the clients into training classes and on-the-job training work slots through government programs.

Developed into organizing training classes for clients through the Adult/Continuing Education Department of City Colleges of Chicago. Made liaison with unions in trying to develop non-traditional training programs and jobs for women.

Change was necessitated by the lack of opportunities provided by outside government agencies.

7. Job Placement

Started by referral to the Job Service Counselor and the staff Job Developer.

Developed into organizing employment support groups which met twice a week to prepare clients for job interviews, through structured activities and peer support. Referrals were still made to the Illinois Job Service Counselor.

Change was necessitated by the reluctance and fear of clients to venture into the world of work without more supportive preparation.

8. Follow-Up Services

Started by telephoning the clients after they had been placed in jobs.

Developed into systematic telephone and letter contact with every client who had been through the program of the Center. Counseling services were made available to those who desired it.

Change was necessitated by the difficulty in reaching clients once they started a job and had structured working hours.

Summary of Project Developments:

-- The present format of the Center has developed into working with groups rather than with individual clients in the areas of: intake counseling and career guidance. Personal counseling needs are still taken care of on an individual basis.

-- Pre-Employment Skills Workshop sessions have been lengthened and expanded with the inclusion of much more information and printed materials on self-concepts, job seeking and training resources.

-- Vocational testing has been directed more to individual needs and desires.

-- Survival needs have been addressed within the program of the Center, in additon to agency referrals.

-- Skills training classes have been incorporated into the instructional program of the Center by using college faculty and facilities.

-- Structured employment support groups have become an integral part of the job placement activities of the Staff Job Developer.

-- Follow-up Support Services have expanded into individual contacts made on a systematic basis.

The Model may go through several more changes in the future. This will be determined by needs and demands of the target population.

C. Description of the Present Program:

Project New Start, the Chicago Displaced Homemakers Center, is located in an office building at 185 North Wabash Avenue on the eighth floor. It is administered as a unit within the Career Education Center of Chicago City-Wide College, one of the City Colleges of Chicago, and shares office and conference room space with other Career Education Projects. A particularly valuable component of the Career Education Center is the Career Resource Center, containing a broad selection of occupational information and career reference materials that can be used by displaced homemaker clients. The 185 North Wabash Avenue location is in Chicago's Loop, convenient to public transportation from all areas of the City and from the larger Chicago Metropolitan area. This makes the Center available to all Chicago area residents rather than limited to a specific neighborhood, community, ethnic or socio-economic group/clientele/population.

Chicago City-Wide College, one of the City Colleges of Chicago, is part of a multi-campus community college system serving the City of Chicago. The administrative structure of Chicago City-Wide College is presented in Tables I and II.

Funding for the Project (1978-79) is provided by grants from three agencies: the Governor's Office of Manpower and Human Development, the Mayor's Office of Employment and Training, and the Illinois Department of Adult, Vocational and Technical Education, and from the City Colleges administrative and educational funds. Funds from the Governor's Office provide for the administrative costs of the project. The Mayor's Office funds provide for a project

counselor and the Illinois Office of Education, Department of Adult, Vocational and Technical Education provide for training classes, workshops, instructional materials and the position of a staff Job Developer. Since the major funding for the Project is through CETA funds, the major emphasis of the Project is upon serving CETA Eligible clients, and the majority of the clients served meet the CETA requirements.

The staff of the Center consists of four full-time professional staff members and a project secretary. Two auxiliary staff members are provided to the project on a part-time basis by other departments: a placement counselor from the Illinois Job Service spends one day a week at the Center and a faculty member from the Adult/Continuing Education Department of the College teaches skills training classes for the Project.

The professional staff consists of the Project Coordinator, two Career Advisors and a Job Developer. Their job descriptions are as follows:

The Project Coordinator - is responsible for the general supervision and day-to-day operation of the Project. This includes developing and implementing client recruitment procedures, supervising and scheduling workshops, setting up client intake counseling sessions, designing record-keeping and data-collecting systems, and overseeing budgetary expenditures.

Career Advisors - interview clients, determine client needs, carry out individual and group counseling sessions, make referrals as appropriate to other agencies, develop and present curriculum for workshops, and keep client records.

Job Developer - develops contacts for jobs with prospective employers, prepares clients to enter employment, sets up job interviews with employers and follow-up after placement.

- # Displaced Homemakers Project

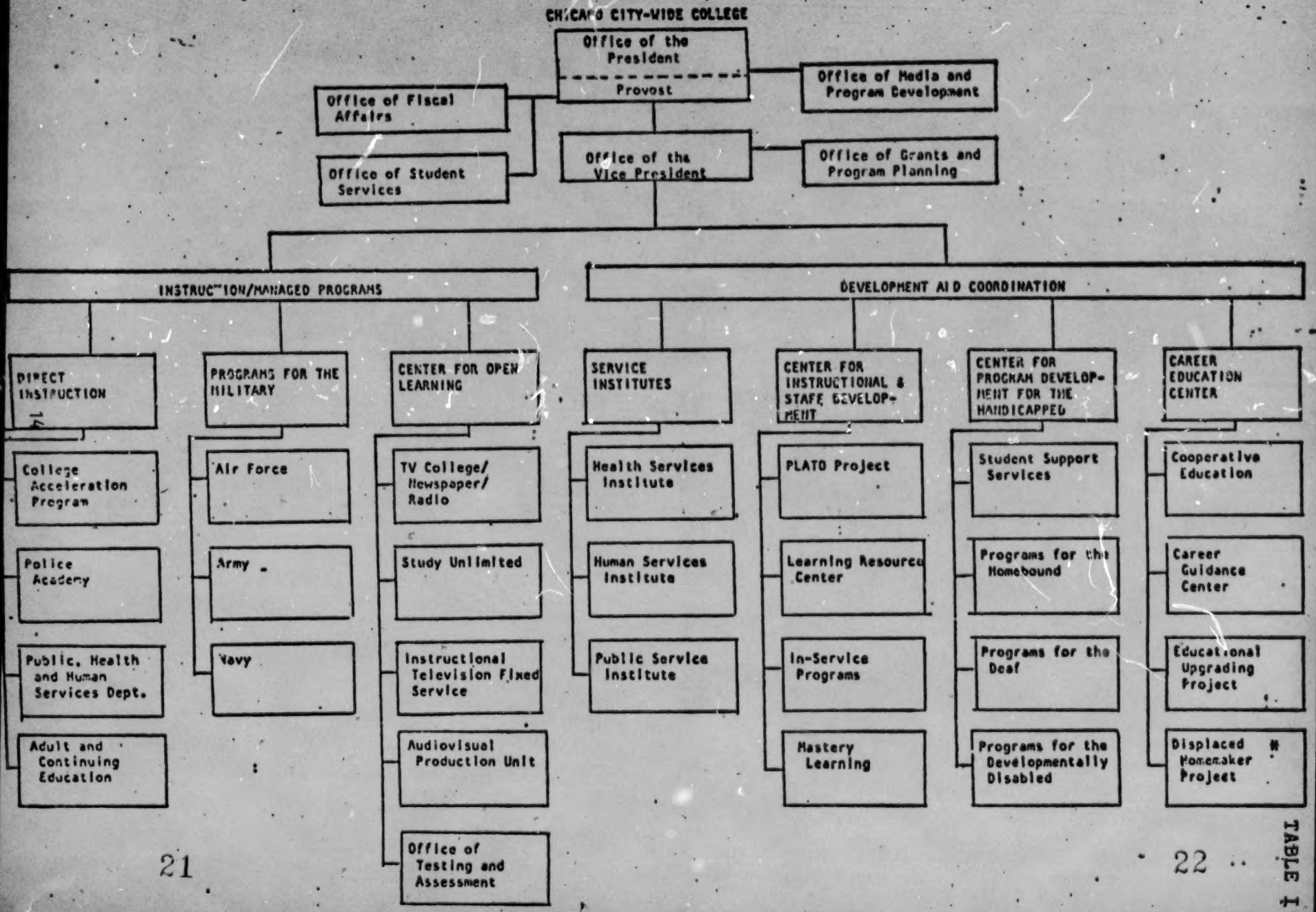


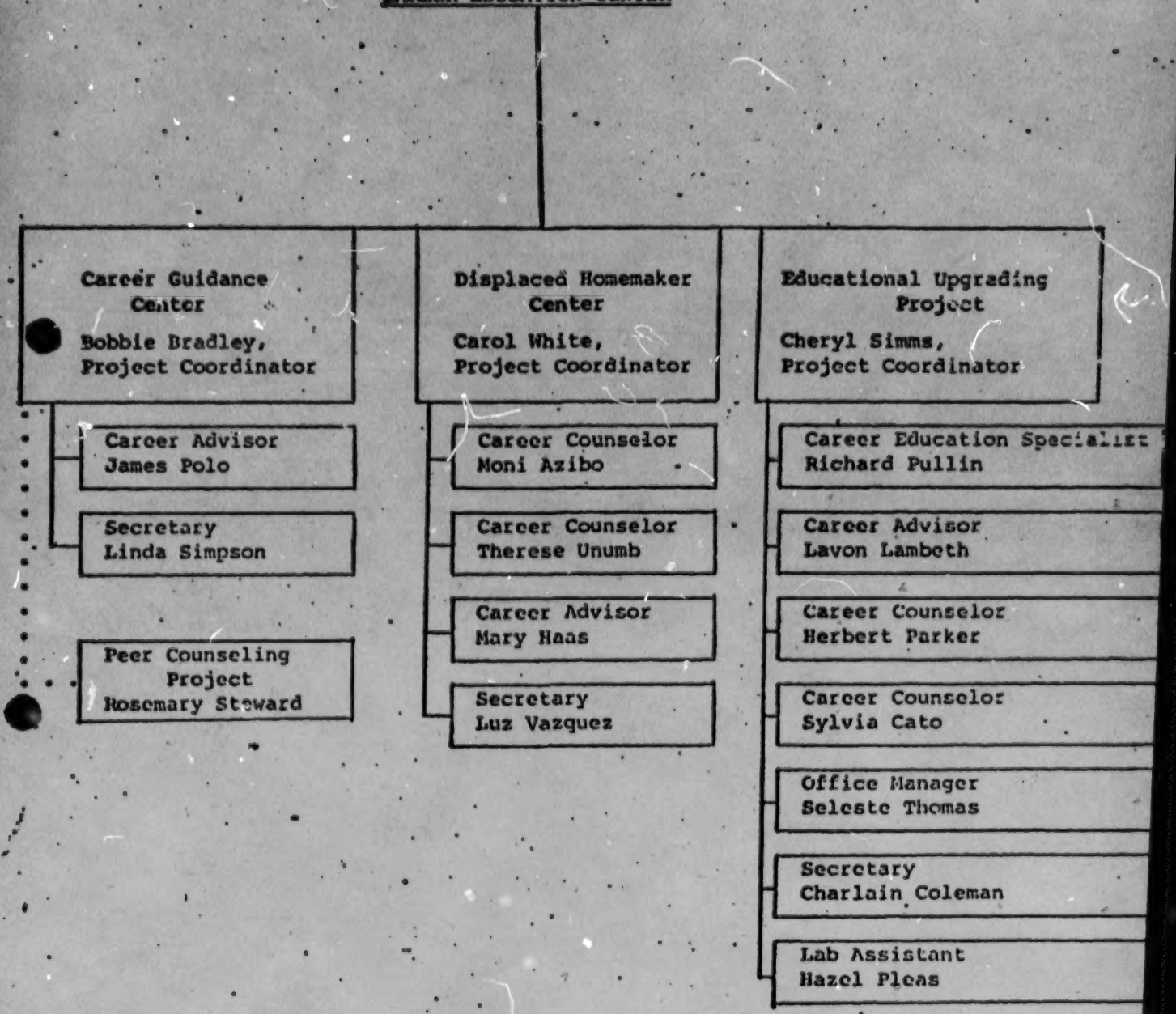
TABLE I

TABLE II

CHICAGO CITY-WIDE COLLEGE

ONE OF THE CITY COLLEGES OF CHICAGO

CAREER EDUCATION CENTER



Clients are recruited to the program through a variety of techniques. Intensive efforts are made by all staff members to reach displaced homemakers throughout the Chicago metropolitan area. This is done by contacting other agencies for referrals of their clients, through media publicity, by disseminating brochures, posters, flyers, letters, and by speeches to public groups.

Project New Start provides the following direct services to clients who meet the eligibility requirements of the funding agency: (FLOW CHART attached)

1. Counseling - this is an ongoing activity which includes both intake and personal counseling. Each month approximately twenty new clients are screened for eligibility and are enrolled in workshops, where group intake procedures are handled. Necessary forms are filled out and each client is assigned to a counselor for individual counseling sessions. (See Appendix D.)

2. Pre-Employment Skills Workshops - these are structured to build self-confidence and train for job-readiness. Each month this workshop series is presented to a new group of clients for two full days during a three week span of time. The topics covered in depth are: confidence building, decision making, assertive training, communication skills, self-assessement of skills, resume writing, time management, job-search techniques, job application forms and videotaping of mock interviews. Certificates of completion are awarded at the last session to show that the clients have completed thirty-two hours of intensive workshop experience. (attached)

3. Aid with "Survival Needs" - most displaced homemakers have a number of problems which prevent them from being able to take a job, such as: housing, child care, legal aid, mental health, medical and dental, drug dependency, alcoholism, social security payments, unemployment compensation, a poor credit rating, and prolonged divorce proceedings. These common problems are usually handled by the counselors in the form of referrals, or by consultants who are brought in for special workshop sessions.

4. Career Guidance Services - these are either handled in an individual session with the counselor, or are part of monthly group activities led by the workshop facilitator. Clients are guided in setting short and long-term career goals, mapping out a realistic time frame, formulating proposed activities and creating alternative plans.

Clients have access to the resources of occupational information, career reference materials, vocational tests and interest inventories. Education and training opportunities are presented for everyone from the grammer school drop-out up to the graduate student. Financial aid and special scholarships for mature women are discussed with help given in filling out forms.

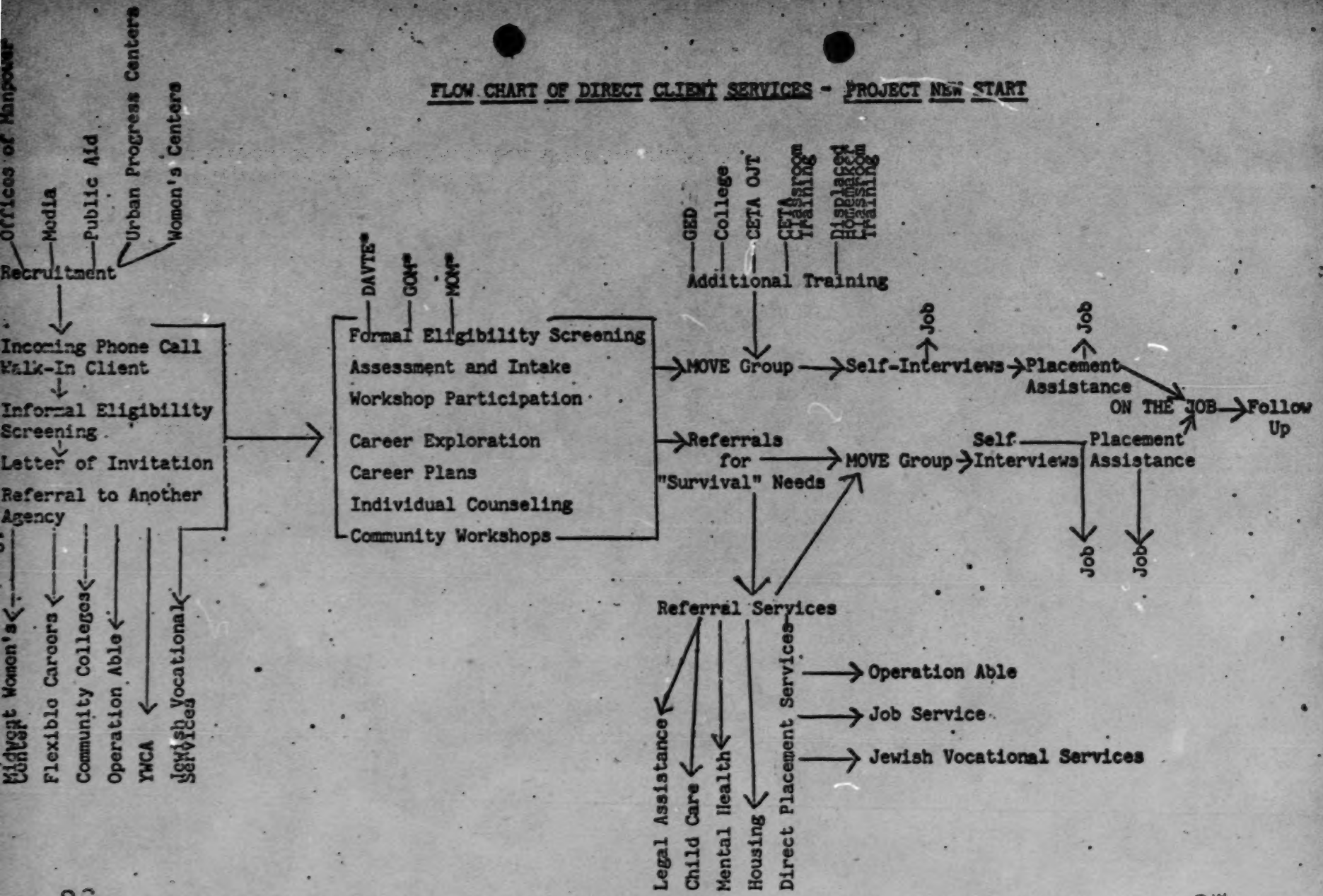
5. Skills and Refresher Training Classes - the Adult/Continuing Education Department of Chicago City-Wide College cooperates in setting up classes for displaced homemakers and assigning a teacher to work with the clients on an ongoing basis. Each class is held for 100 minutes per week for eight weeks.

6. Job Development - after completion of the workshop series, clients become part of an employment support group called MOVE (More Opportunities for Valuable Employment). They review basic concepts in becoming responsible, employable and independent. The group meets twice a week and depends heavily upon peer support and approval. Many kinds of jobs - both traditional and non-traditional - are developed by the staff.

7. Job Placement - when clients feel ready, the counselors set up job interviews for them or encourage them to arrange their own. Clients come back later to discuss interview experiences with the staff and receive help and encouragement in evaluating various job offers. The placement counselor from Illinois Job Service is used as a referral source.

8. Follow-up Services - the Center keeps in contact with clients after they have been placed in jobs. This is accomplished by phone calls made after working hours and letters sent to client's homes. Clients are encouraged to talk to counselors if they are having personal or job-related problems. Follow-up seminars are held for clients who have not yet been placed in jobs.

FLOW CHART OF DIRECT CLIENT SERVICES - PROJECT NEW START



* Department of Adult Vocational and Technical Education - Illinois Office of Education
* Governor's Office of Manpower and Human Development - CETA
* Mayor's Office of Manpower - CETA

CHICAGO CITY-WIDE COLLEGE

This is to certify that

has successfully completed

a series of Pre-Employment Seminars at

PROJECT NEW START

of the City Colleges of Chicago

19

Date

Project Coordinator

Project New Start stresses community involvement through outreach efforts in neighborhoods. The staff presents mini-career planning workshops when invited by community groups.

An Advisory Council has been set up to create a liaison with business, government and social service personnel who could provide jobs, referrals and advocacy in the communities of Chicago.

The staff of the Center has shared information, resources and program design with many other women's groups, community colleges and professional persons who are attempting to start Displaced Homemaker Centers.

All staff members have participated in professional growth activities, such as seminars, conferences, conventions and workshops. These relate to career guidance, job development and placement, non-traditional employment, apprenticeships for women and other women's issues. Project New Start maintains a close alliance with the National Displaced Homemakers Network, which gives current information on new funding, legislation, publications and other resources. The staff utilizes all professional career guidance resources available in the areas of books, films, cassettes, magazines and filmstrips. Consultants are brought into the Center to provide expertise in various areas of concern.

Record-Keeping - documentation of all information and services provided to program participants are carefully kept in client's folders. General project attendance lists, publicity releases, purchase orders, invoices and payroll timesheets are catalogued in appropriate office files.

Data-Collecting - this is a continuous process of assembling all materials, statistics and information relating to Project New Start and other Displaced Homemaker programs around the country.

Evaluation - this process is an ongoing activity following each program component. Feedback sheets are filled out by the participants in workshops and seminars. These comments are carefully read and noted by members of the staff, and the program is modified when feasible. Numbers of successful job placements are ways of helping determine the effectiveness of the program.

Reporting - Project New Start is required to submit reports to four funding agencies as part of the program accountability. These vary from monthly or quarterly to year-end reports. The fiscal accounts are handled through the central administrative offices of the City Colleges of Chicago.

III. DESCRIPTION OF THE MODEL

A. Overview of the Model

This model of a Displaced Homemakers Center provides urban clients with a variety of counseling, referral, job training and placement services designed to assist the former homemaker prepare for and enter the paid job market.

1. Administrative Structure
   - a.) Location and Facilities
   - b.) The Staff of the Center
2. Recruitment
3. Direct Services to Clients
   - a.) Counseling
   - b.) Pre-Employment Skills Workshops
   - c.) Aid with "Survival Needs"
   - d.) Career Guidance Services
   - e.) Skills and Refresher Training Courses
   - f.) Job Development
   - g.) Job Placement
   - h.) Follow-up Support Services
4. Community Involvement
   - a.) Outreach
   - b.) The Advisory Council
   - c.) Professional Resources of the Center
5. Staff Development
   - a.) In-Service Activities
   - b.) Liaison with Career Resources
   - c.) Consultant Services

6. Record Keeping and Data Collecting

   a.) Client's folders

   b.) General information on program and budget

   c.) Publicity, agency information, newsletters

7. Evaluation and Reporting

   a.) Feedback from clients

   b.) Evaluation of program by staff

   c.) Reports as required by funding agencies

III. B. Ultimate Goals and Objectives

The ultimate goal of the Displaced Homemakers Center is to assist urban displaced homemakers become economically and socially independent. This assistance will enable them to contribute to society, attain independence and achieve economic security.

The Objectives of the Center are:

1. To prepare displaced homemakers to qualify for employment opportunities through training, career guidance and self-help

2. To research and develop jobs for displaced homemakers

3. To place job-ready clients into jobs appropriate to their skills and training (as available in an urban area)

4. To maintain clients in placement and determine the effectiveness of placement efforts

5. To provide linkage with community resources

6. To provide information regarding the services and resources of the Center for other service-providers.

III. C. Components of the Model

The urban model being described is one which has been successfully implemented in a large metropolitan city of Northern Illinois.

More funds and a larger staff would provide an expanded program with many more options available to clients. Other components may be added in the future as funding becomes available.

The components hereafter mentioned are in the order in which they take place within the program.

1. Administrative structure

a.) Location and Facilities

An urban Displaced Homemakers Center serving a large metropolitan area must be established so that it is easily accessible by public transportation from all parts of the city and suburbs. This would usually be in a downtown building centrally located near bus, subway and train lines.

The ideal physical layout for the Center is as follows:

The reception area where clients may sit and visit with one another while waiting for services. Reading materials on careers should be available for browsing.

The main office space where the clerical staff functions. It should contain desks, files, cabinets, client records, typewriters and main phone lines.

The Coordinator's and Counselors' offices should be separate and private for sessions with clients and/or other professionals.

Large and small conference rooms are necessary for meetings of the workshops, seminars, training classes, the Advisory Council and the general staff.

The Resource Center should contain guidance materials, labor information, available job listings, audio-visual displays, and space for individual research.

A small kitchen area could be optional. It would provide a comfortable space for preparing beverages, serving refreshments for special occasions, and storing "brown bag" lunches brought by clients.

Clean and convenient washroom facilites should be on the same floor as the reception area and the conference rooms.

b. The Staff of the Center

To carry out the objectives of the Displaced Homemakers Center, there are certain basic functions and responsibilities which must be executed by the staff. Generally they are divided into the following duties:

Administration - this involves supervisory responsibility of all the staff and program of the Center with special emphasis on: hiring the professional and clerical staff members, allocating space and equipping the Center, developing the recruitment procedures, directing and implementing the design of the program, establishing a client record-keeping and data-collecting system, managing the budget, providing liaison with outside agencies, and developing continued funding for the Center.

Counseling - this involves interviewing clients to determine eligibility, implementing intake procedures, helping with clients' personal problems and making referrals to other agencies, such as a mental health center, if indicated.

Career Guidance - this is done in individual or group sessions by helping clients set long-range goals, investigate career possibilities, and determine occupational preferences.

Workshop leadership - this part of the program involves the staff developing and presenting curriculum materials to be implemented in building self-concepts and teaching job-seeking skills in a group setting on a regular basis.

Job Development and Placement - these responsibilities include making contact with employers, preparing clients to meet the job requirements, briefing them before and after the interviews, and following-up after placement.

Community Outreach - this requires making contact with many outside persons and agencies for promotion of program, for cooperative efforts in working with the target population and for development of advocacy among employers.

Office Management - this will involve responsibility for all office procedures: typing, filing, duplicating, ordering supplies, keeping financial records, receiving clients, giving telephone information and referrals, and up-dating client files.

As the size of the staff increases, new duties and functions may be added to expand the scope of the program. These might include:

Training Coordination - this would deal with identifying needs for jobs skills among clients, setting up or referring to special skills training classes, monitoring the clients' progress, and making recommendations for further training or education.

Neighborhood Liaison - this would mean developing contacts in the many neighborhoods of a large city, setting up some local activities for displaced homemakers in the areas of counseling and workshops, reaching local employers for job referrals, and making contact with neighborhood Illinois Job Service Counselors.

Social Service Activities - this would be providing aid to clients in solving many problems in the areas of: child care, housing, food stamps, nutrition, legal aid, insurance and financial planning. It would be coordinating on-site seminars and/or making appropriate referrals.

Qualifications of the staff should closely relate to the kind of program to be offered at the Displaced Homemakers Center and to the kind of needs to be met in terms of helping the clients. Generally the criteria should be as follows:

The Professional staff should have gradate degrees and/or experience in one or more of the fields of Counseling and Guidance, Education, Psychology, Human Development, or the Social Services.

The paraprofessional staff should haye at least thirty hours of college credits and/or experience in community or social service work.

The office staff should have excellent clerical skills and the ability to handle budgetary matters.

All staff should be able to extend to clients a sense of warmth, empathy and helpfulness.

Staff members should reflect the variety of races and ethnic backgrounds of the population to be served.

In the State Assistance Act, it is recommended that displaced homeamkers should be given first preference for staff positions if they meet all other professional qualifications.

2. Recruitment

Recruitment of clients is one of the first and most important aspects of the program of a Displaced Homemakers Center. If the sources of funding restrict the age, income level, or have other eligibility requirements, the recruitment must be targeted to this specific kind of population.

The media are an excellent resource for publicizing the Center in a large, impersonal urban area. This includes metropolitan and local newspaper articles, spot announcements on radio and television, interviews and feature programming on local broadcasting stations, and information given through legislative newsletters.

If members of the target population are low income displaced homemakers, contact for referrals may be made through government offices such as the Comprehensive Education and Training Act (CETA), the Aid to Families of Dependent Children (AFDC) and other welfare agencies and housing project community centers. Directors and staff of these agencies must be contacted and made aware of services that can be provided to their clients.

Brochures, posters and other publicity materials must be distributed among a variety of agencies, such as: legal aid services, community colleges, social service agencies, church and community groups for widows and divorcees, Women's Centers and community-based organizations.

Staff members should always be available to speak to interested groups concerning the program. This may also have the added effect of reaching employers who will open up job opportunities for displaced homemakers.

3. Direct Services to Clients

a.) Counseling

The need for Counseling services seems to be a priority among displaced homemakers. Recent traumatic changes in their family structure and lifestyle present many problems which may be helped by talking with an interested professional counselor.

The process is then usually as follows:

Displaced Homemakers will telephone or come to the Center for the first time as the result of a referral from another person, an agency, or having read or heard information through the media.

Intake counseling sessions are the point at which clients are screened for eligibility and are then assessed by the counselor. When criteria are met, persons may be enrolled in the program as active participants.

The size of the Center's staff determines the manner in which the intake is done. A large staff enables intake counseling to be carried out on an individual basis as follows:

any interested persons who telephone or walk-in to the Center are given an appointment for a private sesion with a counselor;

participant information forms are filled out and eligibility assessment is done by the counselor;

explanation is made of services available;

personal concerns of clients are discussed;

some career goals are introduced; and

enrollment is completed for pre-employment skills workshop.

Further individual counseling sessions may be scheduled if necessary. Many clients have unique problems and need to schedule several counseling sessions. Clients needing long-term therapy should be referred to appropriate agencies.

If the staff is small, the intake counseling may be done on a group basis as follows:

eligibility screening is done by telephone or by a short interview with walk-in clients;

if clients are eligible, they are invited to attend the pre-employment skills workshop sessions;

after the first session, participant information forms are filled out within a group setting;

available services are explained to clients;

career goals are discussed;

each client is assigned to a counselor for personal counseling, in an individual session as needed and desired.

b.) Pre-Employment Skills Workshops

The purpose of these sessions is to aid displaced homemakers in their adjustment to entering the labor force and in building self-help skills.

Most clients who will come to the Center will be timid and have a poor self-concept. They will feel reluctant to take decisive steps to make changes in their own lives. Great empathy must be displayed at this point by the workshop leaders. Peer support and understanding of each other's problems are strongly encouraged and are considered essential to the success of the program.

The main topics to be covered in the workshop sessions and a brief description are as follows:

Confidence Building and Decision Making

This is when clients are made aware that they must take charge of their own lives. Printed exercises in values clarification and decision making are worked in small group settings and then shared with others.

Assertive Training

Clients learn to distinguish the differences among passive, assertive and aggressive behavior in their own lives. Role-playing of everyday situations is found to be an effective way of helping them understand the concepts. (see Appendix E. for description)

Communication Skills

Clients are taught how to effectively communicate with others in the group with words, ideas and writing. Most information and skills-building are geared towards re-entering the world of paid employment.

Skills Assessment

It is of utmost importance that the clients realize that they all have skills learned during their adult lives as homemakers and parents. Most of these skills used in the home and in outside volunteer work are transferable into positions of paid employment. "The Quick Job Hunting Map" by Bolles-Zenoff has been found to be an excellent method of teaching skills assessment. Other paper and pencil activities may also be employed. (see Appendix F.)

Resume Writing

After persons have assessed their own skills, it is a logical time to work with them in putting the skills in resume form, which can be used in their job search. Functional resumes stressing abilities rather than previous job experience, are best adapted to persons who have been long-term homemakers.

Money Management

Persons who have been homemakers for many years sometimes have not handled the family finances. Without previous knowledge or experience, they find it difficult to manage and live on a greatly reduced income. Budget books are used by clients to help determine their past and future spending patterns. Clients also calculate how much salary and benefits they will need when they re-enter the job market.

Time Management

Time and energy must also be budgeted to prepare clients to go into a structured working situation. The last days of the workshop sessions should be used as simulated work days, with clients dressing and acting as if they were in an office atmosphere. Business hours for arriving and departing should be carefully observed.

Job-Search Techniques

How do you find a job? This is a big unanswered question among middle-aged, inexperienced job-seekers. Systematic job search techniques should be explained. Printed hand-out sheets with names of state and community employment services could be given for future reference. Assistance may be offered in using newspaper want-ad sections. Other resources can be sometimes suggested by workshop participants.

Job Application

Filling out a job application form completely and correctly should be strongly emphasized. Counselors must work with each client until a model application is accurate in every detail, including education, work history, phone numbers and references. This may be kept by the client and used for referral when actually filling out an application before a job interview.

Mock Interviews

Preparing for the successful job interview should be the ultimate goal of the workshops. Topics of what is the appropriate way to dress, how to respond to interviewer's questions, when to follow-up after an interview, and how to handle salary offers are discussed with the participants. Videotaping and playing back of mock interviews between clients and counselors is a very effective method of helping clients handle problems of nervousness, inappropriate behavior, and body language. Feedback from peers many times will be viewed as more helpful than critical comments from workshop leaders.

Wrap-Up Sessions

Seminar completion certificates may be awarded to the clients at the final session of the workshop series. This gives them a sense of achievement and reward. Invariably it has been noted by the staff that a community spirit pervades the group. Participants form close bonds and friendships and continue to support one another during the time they are actually being placed in jobs.

At the conclusion of the sessions, clients should be asked to evaluate the materials presented. Usefulness to the clients, clarity of presentation, and helpfulness of leaders are all to be considered.

Evaluation responses must be carefully examined and documented by the staff of the Center to be used for planning of future workshop sessions.

c.) Aid with "Survival Needs"

These deal with certain essentials in life which need to be taken care of before employment questions can be addressed.

Most displaced homemakers have a variety of problems that impede their successful return to the job market. Some of these are: housing, legal aid, health care, financial matters, nutrition, food stamps and child care. Referrals can be made to other agencies to help solve these problems. Among these are:

-- Child Care agencies and Day Care Centers
-- Community Mental Health Centers
-- Legal Aid Services
-- Medical and Dental Clinics
-- Consumer Service agencies
-- Drug and Alcoholism Centers
-- Emergency Food Pantries
-- Public Assistance Offices
-- Social Security and Unemployment Compensation Offices
-- Women's Centers
-- Services for Single Parents

Consultants may be occasionally brought into the Center to speak to workshop groups, with time for questions and answers and help with individual problems. Some that may be helpful are: a psychologist, a social worker, a consumer specialist and lawyers specializing in divorce and credit matters.

Staff counselors should help clients follow-up with solutions to their problems.

d.) Career Guidance Services

Career exploration and guidance should be presented during individual counseling sessions. The counselor will take a brief history on work, achievements, and favorite leisure time activities as a means for prioritizing values. The counselor then will help the client set career goals and map out a time frame and a plan of proposed activities to reach these goals. Alternative plans are always stressed. The client should be given a copy of the plan and the counselor keeps a copy in the client's file folder for future reference.

If the staff of the Center is limited in size, career guidance in group sessions would be more feasible to help the greater number of individuals.

Techniques should be taught and encouragement given to do independent career exploration in large city libraries and in resource centers of local community colleges and universities. Most urban areas have these kinds of facilities available to the general public.

Vocational tests and interest inventories may be administered to clients desiring these services. These should be carefully selected to meet the client's specific needs. The reading level of the client must be determined and appropriate forms chosen. Some of the instruments that have been found helpful in working with urban displaced homemakers are: Holland's Self-Directed Search (Easy Form), Kuder's Preference Record - Vocational, the Edward's Personal Preference Schedule, the Strong-Campbell Career Assessment Inventory, and Sixteen Personality Factors.

A wide variety of information on local educational and training resources should be made available by counselors in group or individual sessions. In large areas, many educational services are available that span the range from basic education to graduate degree programs. Specific information on these programs may be gathered by calling the local community college Adult/Continuing Education Department and/or the local Board of Education.

It is especially important to have printed materials to distribute to clients concerning the following types of programs:

Alternative High Schools - a diploma is earned by putting together a combination of previously earned high school credits, current required courses and credit for "life experience".

General Educational Development (GED) Review classes- preparation to take a series of state-administered tests to receive a high school equivalency certificate.

Community College courses - these may be general education subjects, career-oriented courses or self-enrichment classes.

Vocational Training Centers - these are usually part of an adult high school or Skills Center program and train persons for a specific occupation, such as: cosmetology, auto mechanics, licensed practical nurse, or clerical work.

"Open Learning Programs" - these are innovative methods of earning college credit through individualized programs, such as: University Without Walls (UWW), Adult Week-end College, Board of Governors' Degree (BOG) and College Credit by Examination (CLEP tests).

Financial aid information for returning adult students should be discussed and help given in filling out the various detailed and difficult forms. Encouragement must be given for displaced homemakers to apply for grants that do not need to be repaid, rather than educational loans that need repayment , plus interest.

Government grant applications may be obtained at local college and university financial aid offices and are as follows:

-- Basic Educational Opportunity Grants (BEOG) available to all United States citizens and are granted on the basis of financial need for part or full-time students.

-- Supplemental Educational Opportunity Grants (SEOG) available for persons in severe financial need who without the Grant would be unable to continue their education.

-- Illinois State Scholarship (ISS) available to all Illinois residents and is granted on the basis of financial need. Recipient may attend school part or full-time.

-- College Work-Study (CWS) provides jobs for students who need financial aid.

There are many private scholarship funds available, but they usually relate to specific groups. Some of the following are designated for mature women returning to school:

-- Altrusa International Foundation, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

-- Business and Professional Women's Foundation
2012 Massachusetts Avenue, NW
Washington, D. C. 20036

-- General Federation of Women's Club
Grants are awarded through local and state chapters. Contact the President of the Women's Club in the local community.

Proprietary schools and commerical training programs should be discussed with the workshop participants. There are many alluring prospects offered to residents of large citips in the area of career training courses. Usually there are high fees and binding contracts involved. The clients must be advised to carefully investigate the schools and to find out whether they will be qualified for jobs upon completion of training. Emphasis must be placed upon the distinctions among accredited, approved and non-accredited training insitutions.

Displaced homemakers have little extra time and money to waste on enrolling in schools that will not qualify them for jobs upon completion.

e.) Skills and Refresher Training Classes

Displaced homemakers should be offered the opportunity to be enrolled in training classes for learning new skills or refreshing previously learned ones. Modern methods, new knowledge and up-to-date equipment not only prepare individuals for the job market, but also build dignity and self-confidence in one's worth.

Peer support is an important concept when mature women return to school. Being in a classroom with other displaced homemakers has a stabilizing effect on the clients and reduces the dropout rate.

The staff of the Center must work with local employers, Illinois Job Service, and the Women's Bureau of the U. S. Department of Labor to determine the status of the current job market. The kinds of jobs available and the skills needed for these jobs help determine the kinds of skills training classes which are offered through the Center. Local community colleges are cooperative in setting up courses under their Adult/Continuing Education Department at a minimal cost. In a large urban area there are many additional kinds of vocational training classes and options open to returning adult students. Some of these are in the fields of: allied health, secretarial science, child development, graphic arts and corrections.

Certificates of achievement should be awarded at the conclusion of each course of study. These will serve as milestones of progress for the client. They may also be used as proof of course completion for a prospective employer.

f.) Job Development

Many displaced homemakers have a great reluctance and fear to re-enter the job market. They need help in preparing for the first interview which in many cases is a terrifying experience. It is important to establish an employment support group which meets several times a week to help job-ready clients conquer these fears. Special emphasis must be placed upon reviewing basic concepts to help them become independent. Some of these concepts are:

Responsibility - getting the clients to accept responsibility for their own career plans, finances and job search. Films, budget sheets and written exercises are used to implement this concept.

Selling Yourself - preparing the client to successfully handle the interview question "Why Should I Hire You?" Clients write short essays on personal skills and past achievements. They then try to internalize them to use later during job interviews.

Clarifying Your Ideal for Job Requirements - helping clients understand what things are most important to them in a job i.e., salary, benefits, atmosphere, distance from home, co-workers, or job satisfaction. This is done by writing out priorities and reasons for them.

Review of Basic Job Search Techniques - stressing the need for having a perfect job application form, how to use the newspaper want-ads, and helping them set up their own job interviews.

Entry-level jobs in many fields should be opened up for clients with minimal skills and training such as: assembly line workers, retail salespersons, clerical workers, proofreaders, receptionists, telephone order-takers, child care workers, and food service personnel.

Non-traditional jobs for women should be developed and encouragement given to displaced homemakers to enter these fields. Liaison is made with unions and industries with offers to help them meet affirmative action goals.

g.) Job Placement

When a client feels that she is ready for placement, actual interviews are to be set up for her by the employment counselor for appropriate jobs. Before she leaves the Center, the client should have a completed job application for ready reference, an up-to-date resume to hand to the interviewer, the backing and encouragement of all of the staff.

Debriefings should be held later with the counselor to review how the interviews went and if a job offer was received. If there are problems or questions pertaining to the prospective employment, these must be worked through with the counselor. Strong encouragement and support should be given when a client is required to go back for several interviews with one or more companies.

Illinois Job Service represents an important referral source. The placement counselor has access to a microfiche with listings of categories of thousands of jobs throughout the state.

Clients may be placed in jobs in variety of ways: through the services of the Center, through the Illinois Job Service, through a private employment agency, or through their own efforts using techniques learned at the Center.

h.) Follow-up Services

The first few weeks on a job are the most difficult for a displaced homemaker re-entering the work force. New problems arise, such as: time management, office politics, child care, eligibility for pay raises and dissatisfaction with work. It is very important to keep in touch with the clients to help them through this difficult period.

Follow-up phone calls should be made to the clients after working hours. Encouragement and advice must be given when there are work-related or family problems.

Occasionally the Employment Counselor may be able to contact the client's work supervisor to find out about pending problems and take corrective action.

Follow-up form letters are to be mailed from the Center offering support services such as personal counseling and peer support groups to help clients overcome the difficulties of the first few weeks on the job. Regular meetings of peer groups are to be set up after working hours or on Saturday at the Center.

It is important to hold large seminars several times a year. Clients who have participated in the program of the Center, but have not yet been placed in jobs should be invited to attend. These seminars should deal with employment opportunities, information on educational institutions, women's career workshops and concentrated job placement activities. These may also be open to other displaced homemakers who are prospective clients.

4. Community Involvement

a.) Outreach

Outreach to local communities is a vital step in making contact with displaced homemakers in large urban areas. Many individuals do not hear about the program of the Center. Some would not come downtown to participate in it even if they knew of the resources available.

Contacts must be made with the staff of agencies already established in each neighborhood of a city. Some of these are: public libraries, community centers, local women's centers, and social service agencies.

Reservations are to be made for an appropriate time and meeting room space in a centrally-located public building in the community. It has been found that early afternoon is usually the best meeting time for displaced homemakers.

Publicity must be sent out in the form of posters, brochures, notices in local newspapers and signs in neighborhood supermarkets, banks and social service agencies.

Staff members from the downtown Displaced Homemakers Center would plan and implement mini-career planning workshops which would be presented to the local residents. These might be only one session or a series of two or three sessions with the same group of neighborhood displaced homemakers.

The mini-workshops are to be an abbreviated version of the Pre-Employment Skills workshops presented at the Center. The highlights featured in the workshops would be:

-- taking charge of your own life
-- assessing your own skills
-- techniques in finding your own job
-- printed handouts of employment resources, educational and training programs, tips on interviewing for a job and information on the program of the Displaced Homemaker Center. (see Appendix G.)

The format may be abbreviated or lengthened according to the amount of time available. It is interesting to note that these neighborhood meetings advertised for displaced homemakers will sometimes bring out a group of women never seen before by agency personnel. These individuals have a need for assistance that has previously not been met.

b.) Advisory Council

An Advisory Council should be set up when the Center is formed. Such a Council can be instrumental in providing helpful community liaison and advocacy. Members would be invited to join because of the representation they can bring from different organizations, businesses, institutions and industries. It is also helpful to invite various individuals from personnel departments who may actually do hiring of new employees.

Regular meetings are to be scheduled at hours convenient to the majority of the members.

The agenda of each meeting should be constructed around the needs and concerns of the Center. Advice on how to implement projected activities and changes in the program of the Center should be solicited from council members.

A good cross-section of community membership is as follows:

-- Personnel directors from banks, hospitals, department stores, temporary services and businesses.

-- Representatives of unions

-- Persons representing educational institutions, i.e. alternative high schools, community colleges, women's re-entry programs.

-- Representatives from the Women's Bureau of the Department of Labor, the Governor's Office, the Mayor's Office, Illinois Job Service.

-- Persons representing special groups, such as the Urban League, the American Jewish Congress, the Business and Professional Women's Club, and Battered Women's Centers.

-- Attorneys, social workers, physicians, nurses, and former displaced homemakers.

c.) Professional Resources of the Center

Recently there has been an increased awareness of the problems and needs of displaced homemakers. As a result of this, many agencies and women's groups, such as: the Young Women's Christian Association (YWCA), the Business and Professional Women's Association (BPW), state and city Offices of Manpower, community colleges and state universities are attempting to set up Centers and provide services to this population.

It is essential that vital information be shared by the staff of the Center relating to funding, proposal writing, program design, workshop format, client characteristics, and successes and failures of the Center.

Staff members should be available for speaking engagements, workshop leadership, cooperative ventures with other women's groups and preparation of printed guidelines for newly established Centers.

5. Staff Development

a.) In-Service Activities

Professional knowledge and growth is promoted when staff members are encouraged to participate in workshops, conferences, conventions and seminars. Large urban areas host numerous activities relating to career guidance, women's issues, and job development and placement.

Government agencies, such as the Women's Bureau, the Education and Training Administration of the Department of Labor and the Illinois Office of Education present valuable training sessions for urban service-providers.

Private women-related organizations sponsor speakers, career fairs, seminars and open houses to promote closer working relationships among programs with women as their target population. The National Displaced Homemakers Network is a valuable resource for information on funding, new programs and other Centers.

b.) Career Resources

Staff members should identify and use resources available in films, books, videotapes, magazines, and filmstrips. These may be found in libraries, community colleges guidance offices, women's centers and the Illinois Office of Education Resouce Library in Springfield.

c.) Consultant Services

Experts from various fields may be brought in to work with the staff in particular areas. Personnel directors on the Advisory Council could be asked to help with job placement activities. An attorney might be asked to help set up a legal aid workshop. A nurse or psychologist may be available on certain days to deal with physical and emotional problems.

Many times consultants are available without a fee and provide their expertise as a service to the community.

6. Record-Keeping and Data Collecting

a.) Records should be kept in a folder for each client enrolled as a participant in the program. Included in the client files would be:

Displaced homemaker eligibility screening forms

Completed client participant sheets

Counselor's notes

Client's career goals and long-range plans

Completed vocational tests and interest inventories

Employment Liaison Counselor's notes on participation in the Employment Support group

Attendance and completion record of training classes

Job interview referral sheets

Referral record from Illinois Job Service

b.) General program records should be kept in the office files. These would include:

Publicity letters sent out for recruitment

Letters of invitation sent to clients

Attendance lists for training classes and workshops

Monthly client list of intake and services performed

Index card file on client's personal data

Copies of purchase orders, reimbursement forms, invoices, delivery slips, and payroll time sheets

Advisory Council meetings and attendance list

c.) Data collected would come from the following:

Publicity releases

Newspaper clippings

Brochures, flyers

Information from other programs and agencies

The Displaced Homemaker Network newsletter

7. Evaluation and Reporting

a.) Evaluation must be a constant process to make sure the program is meeting the needs of the target population. This is usually done by means of written feedback sheets from the clients as follows:

Evaluation after each workshop session

Evaluation after large seminars

b.) Staff review of client evaluation sheets

Changes are made as needed

Evaluation of program results are determined by client completion of workshops, training classes and job placement

c.) Reports must be made to the various funding sources as required on a monthly and quarterly basis:

Project activities are summarized

Statistics are compiled relating to client services and job placement

Proposed program activities are described

Current problems in meeting goals and objectives are discussed

Resolution of the problems is indicated

Comprehensive year-end reports are to be compiled at the end of each proposal year. These would contain a summary of activities, evaluation of the program, cumulative statistics and other information or products required by the funding agencies.

III. D. Adoption/Adaption Statement

The model being described is one which can be adapted to a variety of situations.

The staff size is dependent upon the amount of funding available. A project coordinator, a career advisor, an employment counselor and an office secretary are basic positions which must be filled to implement the program.

It is possible for staff members to adapt their services from working primarily with individuals to handling persons in larger groups. These services would include group intake-counseling, career guidance, pre-employment skills workshops, training classes and employment support groups. More staff allows a broader range of services to displaced homemakers.

The facilities of the Center are also determined by the amount of funding available. Office space, counseling offices and a conference room are essential to implement the program.

If it becomes necessary to accomodate larger groups, other rooms can be borrowed or rented. These might be in a public library, a nearby school, college or other public building. Proximity to public transportation is important for the success of an urban Displaced Homemakers Center.

Components usually must remain in a logical order so that clients may receive a smooth flow of services. This flow is as follows: intake counseling, pre-employment skills workshops, career guidance, skills training, job placement and follow-up support services.

Flexibility is possible when new facets of the program are introduced, such as special seminars or added skills training classes.

The target population may vary according to guidelines set by the funding agencies. Generally, displaced homemakers are described as being in their middle years; having worked in the home for a substantial number of years without income of their own; sustaining loss of support by dissolution of marriage, death or disability of spouse or other decrease of family income; having outdated or few skills, and experiencing difficulty in re-entering the job market.

It is of great benefit to a Displaced Homemakers Center to be part of a larger support structure. This means being attached to a college, a university, a Women's Center or a similar institution. If it is part of a general women's program, the Displaced Homemakers Center should be kept separate so that the problems of this particular target population may be addressed. The advantages of being part of a support structure are especially evidenced in the help that can be received in the handling of the Center's fiscal affairs. It frees up the staff to concentrate on clients and program activities.

The advantages of being connected with an educational institution are the training programs available. Many vocational courses and college extension classes may be scheduled within a college system for the displaced homemakers clientele.

Other supportive resources are found in the numerous social services agencies located in a large metropolitan urban area. These include: community mental health centers, legal aid services, medical and dental clincis, consumer service agencies, child care facilities, drug and alcholism centers, emergency food pantries, and city and state government offices.

Close cooperation with these agencies can be achieved by staff contacts with social service personnel. Advisory Council members should include representation from agencies. They should also be invited to participate in workshop presentations.

It is possible to set up and administer a modified Displaced Homemakers program with almost any amount of funds available. Priorities must be set and services must meet the needs of the target population.

III. E. Appendices

A. Displaced Homemakers Assistance Act - General Assembly

B. Governor Thompson's News Release

C. Conference Participant List

D. Participant Information Sheet

E. Assertive Training Exercise

F. Skills Assessment Exercise

G. Career Investigation Exercise

H. List of Employment Resources and Job Finding Techniques

I. Client Follow-Up Form

J. Client Intake and Services Form

K. Client Characteristics Form and Definitions

L. Program Evaluation Forms

M. Client Profiles

ACT TO ESTABLISH SERVICE PROGRAMS FOR DISPLACED HOMEMAKERS

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. This Act shall be known and may be cited as the "Displaced Homemakers Assistance Act."

Section 2. The General Assembly finds that there is an increasing number of persons in the State who, in their middle years and having fulfilled the role of homemaker, find themselves displaced because of dissolution of marriage, death of spouse or other loss of family income. As a consequence, displaced homemakers have a greatly reduced income, a high rate of unemployment due to age, a lack of paid work experience and limited opportunities to collect funds of assistance from social security, unemployment compensation, medicaid and other health insurance benefits, or pension plans of the spouse. The General Assembly further finds that assistance should be offered such displaced homemakers to enable them to contribute to society and maintain independence and economic security.

Section 3. As used in this Act, unless the context clearly indicates otherwise:

(a) "Displaced homemaker" means a person who (1) has worked in the home for a substantial number of years providing unpaid household services for family members; (2) is not gainfully employed; (3) has difficulty in securing employment; and (4) was dependent on the income of another family member but is no longer supported by such income, or was dependent on federal assistance but is no longer eligible for such assistance.

(b) "Director" means the Director of the Department of Labor.

Section 4. The services to be offered under this Act shall be provided to, but not necessarily be limited to, those displaced homemakers between the ages of 35 and 60.

Section 5. (a) The Director shall establish multipurpose service centers for displaced homemakers operated by community nonprofit agencies or organizations. To the greatest extent possible, the Director shall rely on such agencies or organizations whose major emphasis has been to provide social services.

(b) The Director shall within one month after the effective date of this Act begin a search for such nonprofit agencies or organizations to carry out the programs created under this Act.

(c) The Director shall within 4 months after the effective date of this Act designate the agencies or organizations to carry out such programs.

(d) The Director shall within 6 months after the effective date of this Act begin to provide the necessary funds to the nonprofit agencies or organizations to set up and begin the operation of the multipurpose service centers. Thereafter the Director shall provide the funds appropriated to the centers as the costs of the centers are incurred.

(e) The Director shall, with the advice of the Staff of the centers, promulgate rules and regulations to implement this Act. Such rules and regulations shall include eligibility of persons for job training programs, the level of stipends for the job training programs and a sliding fee scale for the service programs.

Section 6. (a) The multipurpose service centers shall develop job counseling and placement services by cooperating with federal, State and local governmental agencies and private employers. The services shall include:

(1) Counseling displaced homemakers with respect to appropriate job opportunities;

(2) Identifying community needs and seeking funding for new public and private sector jobs in relation to this Act;

(3) Providing displaced homemakers training, skills and referral services to become gainfully employed and independent;

(4) Developing plans to include more displaced homemakers in existing training and placement programs; and

(5) Referring displaced homemakers to agencies which provide information and assistance with respect to health care, financial matters, education, nutrition and legal problems.

(b) To the extent possible, the centers shall serve surrounding rural areas through a rural outreach effort.

(c) To the extent possible, supervisory, technical and administrative positions relating to the multipurpose service programs shall be filled by displaced homemakers.

(d) The director of each center shall submit an annual report to the Director. The report shall include evaluations of the effectiveness of the job training, placement and service programs to displaced homemakers including the number of persons trained, the number of persons placed in employment, follow-up data on such persons, the number of persons served by the various service programs and cost effectiveness of the various components of the center.

(e) The director of each center may accept, use and dispose of contributions of money, services and property for the purposes of this Act.

Section 7. (a) The sponsoring nonprofit agency or organization shall cooperate with federal, State and local agencies to coordinate the multiservice programs established under this Act.

(b) The agency or organization and the communities served by programs established under this Act shall provide a total of not less than 5% of the cost of the operation of the centers to supplement monies appropriated to implement and continue this Act.

FOR IMMEDIATE RELEASE 217-782-7355

SPRINGFIELD, Ill., May 17--Governor James R. Thompson announced Wednesday the opening of two Displaced Homemakers Centers in Illinois, one in Chicago and one in Carbondale.

"I urge all women who feel they may be helped by the Displaced Homemakers program to contact the centers and take full advantage of the valuable services offered," Thompson said.

The Governor said the centers are designed to help women who must find jobs after divorce, death of a spouse or other loss of income. The centers will focus on, but not be limited to, persons between the ages of 35-60 who are economically disadvantaged, lack skills to obtain and hold a job and are unemployed or underemployed.

Services of the Displaced Homemakers Centers in Chicago and Carbondale include counseling, career guidance and development, placement in educational or training programs, support groups and workshops relating to pre-employment needs.

Thompson said as demonstration projects, the centers are intended to show the federal government that more funds should be earmarked for displaced homemaker training. The centers, operating in part under Title I of the Comprehensive Employment and Training Act (CETA), will be reviewed in the fall for more funding.

Money now available for the program equals approximately $185,000 from city and state CETA funds and from the Illinois Office of Education funds under the adult vocational education division.

In Chicago, the center is part of the Career Guidance Services offered by City Colleges of Chicago. It is located at 185 N. Wabash, 8th floor, Chicago, 60601. The phone number is 312/977-2506. The center's coordinator is Carol White.

In Carbondale, the center is part of the Women's Center of Carbondale, 408 W. Freeman St., Carbondale, 62901. The phone number is 618/529-2324. The Carbondale coordinator is Rosemary Hawkes.

##

DISPLACED HOMEMAKERS

Information-Sharing Conference

Participant List

1. Holly Alexander, Coordinator
   Y.W.C.A. - Displaced Homemakers Program
   3929 Harney St., Room 100
   Omaha, Nebraska 68131
   (402) 342-2748

2. Barbara Brown, Director
   Transitions
   703 Kerby Street
   Arlington, Texas 76013
   (817) 273-3293

3. Catherine A. Carter, Head Consultant
   Home Economics Occupations
   Illinois Office of Education
   100 North First Street, Springfield, IL
   (217) 782-4877

4. Louise M. Dailey, Manager Occupational Consultant
   DAVTE - Illinois Office of Education
   100 North First Street
   Springfield, Illinois
   (217) 782-4877

5. Dana Elliott, Coordinator
   Displaced Homemaker Program
   Valencia Community College
   Center for Continuing Education
   205 E. Jackson Street
   Orlando, Fla. 32802
   (305) 422-7534

6. Margaret Fallon, Director
   Women's Program
   Lakeland College
   Mattoon, IL 61938
   (217) 235-3131 x297 or 295

8. Rosemary Hawkes, Director/Program Specialist
   Women's Center
   408 W. Freeman
   Carbondale, IL 62901
   (618) 529-2324

9. Marita Heller, Coordinator, Job Developer
Metro Center for Displaced Homemakers,
Working Opportunities for Women
YWCA Women's Center
65 East Kellogg Blvd.
St. Paul, Minnesota 55101
(612) 227-8401

10. Betty Jo Hill, Consultant Emerging Occupations
DAVTE - Illinois Office of Education
100 North First St.
Springfield, Illinois 62777
(217) 782-5098

11. Betsy Hopkins, Director
Everywoman Opportunity Center Inc.
190 Franklin St.
Buffalo, NY 14202 -
(716) 847-8850, 847-1120

12. Barbara Ragland Jones, Director
Displaced Homemakers Center
Fayetteville State University
Newbold Station
Fayetteville, NC 28306
(919) 486-1221

13. Shari Limpert, Director
New Options
1206 East San Antonio
Victoria, Texas 77901
(512) 573-5530

14. Dorothy G. Merchant, Employment Counselor
Displaced Homemakers Center
Fayetteville State University
Continuing Education
Newbold Station
Fayetteville, NC 28301
(919) 486-1226

15. Pat Morris, Personal Awareness Counselor
Displaced Homemakers Program
Harper College
Algonquin Rd.
Palatine, IL 60097
(312) 397-3000 x 518 or 519

16. Cheryl Oliver, Counselor
Women Employable
University of Missouri at Kansas City
Truman Campus
600 W. Mechanic
Independence, MO 64055
(816) 254-3663

17. Ann Rodgers, Director - Displaced Homemakers Program
Harper College
Algonquin Rd.
Palatine, IL 60097
(312) 397-3000 x 518

18. Peggy Simonsen, Career Guidance Instructor
Displaced Homemakers Program
Harper College
Algonquin Rd
Palatine, IL 60097
(312) 397-3000 x 519

19. Milo P. Smith, Director
Displaced Homemakers Center
Mills College
P. O. Box 9996
Oakland, California 94613
(415) 632-3205

20. Sue Teegarden, Vocational Counselor
Women's Center
408 W. Freeman
Carbondale, IL 62901
(618) 529-2324

22. Lois Thyfault, Psychometrist
Displaced Homemakers Program
Harper College
Algonquin Rd.
Palatine, IL 60097

23. Barbara Turner, Coordinator
Center for Displaced Homemakers
2435 Maryland Ave.
Baltimore, MD 21218
(301) 243-5000

24. Joyce Webb, Board Member
Women's Center
408 W. Freeman
Carbondale, IL 62901
(618) 529-2324

25. Clare Young, Vocational Counselor
Women's Center
408 W. Freeman
Carbondale, IL 62901
(618) 529-2324

26. Dr. Joan W. Swift, Vice President
Chicago City-Wide College
185 North Wabash
Chicago, Illinois 60601

27. Carol R. White, Coordinator
Project New Start
Displaced Homemakers Center
185 North Wabash
Chicago, Illinois 60601

28. Moni Azibo, Career Advisor
Project New Start
Displaced Homemakers Center
185 North Wabash
Chicago, Illinois 60601

29. Therese Unumb, Career Advisor
Project New Start
Displaced Homemakers Center
185 North Wabash
Chicago, Illinois 60601

30. Mary Haas, Employment Liaison
Project New Start
Displaced Homemakers Center
185 North Wabash
Chicago, Illinois 60601

Project New Start
Participant Information Sheet

Appendix D

Date _____

A. PERSONAL DATA

1. Name _____ Social Security No. _____

2. Address _____ Telephone No. _____

Zip Code _____

3. Birthdate _____

4. Marital Status

Single	_____	Date _____
Separated	_____	Date _____
Divorced	_____	Date _____
Widowed	_____	Date _____
Married	_____	If married, is spouse:

Disabled _____
Retired _____
Unemployed _____
None of the above _____

5. Ages of dependent children: _____ _____ _____ _____ _____

6. Do you have use of an auto? Yes _____ No _____

B. EDUCATIONAL HISTORY

1. Highest grade completed (circle one) 8 9 10 11 12 GED

College: 1 2 3 4
College Graduate _____, Major: _____

If you have taken any college courses, how many?

College(s) attended: _____ Length of time: _____

2. Have you been in any training programs (e.g., CETA, refresher courses, workshops)?
PLEASE LIST:

_____ Dates _____

_____ Dates _____

3. Special skills: (e.g., typing, bookkeeping, sales, etc.) _____

_____

4. What life accomplishments are you most proud of? _____

_____

Participant Information Sheet (cont'd)

C. EMPLOYMENT

1. Have you ever been employed outside the home? No _____ Yes _____

If yes, please complete the following:

Employment History--LIST MOST RECENT JOB FIRST

JOB TITLE	NAME OF COMPANY	DATES EMPLOYED
_____	_____	_____
_____	_____	_____
_____	_____	_____

Salary earned on last job: $ _____ per Week Month Year (circle one)

D. VOLUNTEER ACTIVITIES IN THE COMMUNITY (e.g., PTA, Block Club, Church group, etc.)

1. _____

2. _____

3. _____

E. LIST YOUR HOBBIES

_____

_____

F. How did you learn about Project New Start-A Displaced Homemakers Center?

_____

G. Specifically, how can we help you? _____

H. _____
(Your signature)

For office use only

Counselor _____

Date _____

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Telephone Screening for Eligibility

(form to be used by screening counselor)

Name:_____ Date:_____

DISPLACED HOMEMAKER ELIGIBILITY:

1. Single _____
2. Divorced _____
3. Widowed _____
4. Separated _____
5. Married _____

If married, is spouse:

disabled _____

Retired _____

Unemployed _____

None of the above _____

Homemaker for 7 years or more? _____Yes _____No

CETA ELIGIBILITY:

1. Presently unemployed for seven days or more _____

   Presently underemployed _____

   Presently employed full time _____

2. Income: Public assistance _____Yes _____No

   If not receiving public assistance:

Number in family	Yearly income from all sources:
1	$3,400 or less _____
2	4,890 or less _____
3	6,710 or less _____
4	8,280,or less _____
5	9,770 or less _____
6	11,430 or less _____

Eligible for DH: Yes____ No____

Eligible for CETA: Yes____ No____

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Appendix E

Objective: To inventory assertive skills.

HOW ASSERTIVE ARE YOU?

The following questions will help assess your assertiveness. Circle the number that best describes you. If an item describes a situation unfamiliar to you, try to imagine what your response would be. Of course, you will not achieve an accurate self-evaluation unless you answer all questions with ruthless honesty.

KEY: 1 means never; 2 means rarely; 3 means sometimes; 4 means usually; 5 means alwa

1. I do my own thinking. 1 2 3 4 5
2. I can be myself around wealthy, educated or prestigious people. 1 2 3 4 5
3. I am poised and confident among strangers. 1 2 3 4 5
4. I freely express my emotions. 1 2 3 4 5
5. I am friendly and considerate toward others. 1 2 3 4 5
6. I accept compliments and gifts without embarrassment or a sense of obligation. 1 2 3 4 5
7. I freely express my admiration of others' ideas and achievements. 1 2 3 4 5
8. I readily admit my mistakes. 1 2 3 4 5
9. I accept responsibility for my life. 1 2 3 4 5
10. I make my own decisions, and accept the consequences. 1 2 3 4 5
11. I take the initiative in personal contacts. 1 2 3 4 5
12. When I have done something well, I tell others. 1 2 3 4 5
13. I am confident when going for job interviews. 1 2 3 4 5
14. When I need help, I ask others to help me. 1 2 3 4 5
15. When at fault, I apologize. 1 2 3 4 5
16. When I like someone very much, I tell them so. 1 2 3 4 5
17. When confused, I ask for clarification. 1 2 3 4 5
18. When someone is annoying me, I ask that person to stop. 1 2 3 4 5
19. When someone cuts in front of me in line, I protest. 1 2 3 4 5
20. When treated unfairly, I object. 1 2 3 4 5
21. If I were underpaid, I would ask for a salary increase. 1 2 3 4 5
22. When I am lonely or depressed, I take action to improve my mental outlook. 1 2 3 4 5
23. When working at a job or task I dislike intensely, I look for ways to improve my situation. 1 2 3 4 5
24. I complain to the management when I have been overcharged or have received poor service. 1 2 3 4 5
25. When something in my house or apartment malfunctions, I see that the landlady repairs it. 1 2 3 4 5
26. When I am disturbed by someone smoking, I say so. 1 2 3 4 5
27. When a friend betrays my confidence, I tell that person how I feel. 1 2 3 4 5
28. I ask my doctor all of the questions for which I want answers. 1 2 3 4 5
29. I ask for directions when I need help finding my way. 1 2 3 4 5
30. When there are problems, I maintain a relationship rather than cutting it off. 1 2 3 4 5
31. I communicate my belief that everyone in the home should help with the upkeep rather than doing it all myself. 1 2 3 4 5
32. I make sexual advances toward my husband or sex partner. 1 2 3 4 5
33. When served food at a restaurant that is not prepared the way I ordered it, I express my dissatisfaction to the food server. 1 2 3 4 5
34. Even though a clerk goes to a great deal of trouble to show merchandise to me, I am able to say "NO." 1 2 3 4 5

35. When I discover that I have purchased defective merchandise, I return it to the store. 1 2 3 4 5

36. When people talk in a theatre, lecture, or concert, I am able to ask them to be quiet. 1 2 3 4 5

37. I maintain good eye contact in conversations. 1 2 3 4 5

38. I would sit in the front of a large group if the only remaining seats were located there. 1 2 3 4 5

39. I would speak to my neighbors if their dog was keeping me awake with its barking at night. 1 2 3 4 5

40. When interrupted, I comment on the interruption and then finish what I am saying. 1 2 3 4 5

41. When a friend or spouse makes plans for me without my knowledge or consent, I object. 1 2 3 4 5

42. When I miss someone, I express the fact that I want to spend more time with that person. 1 2 3 4 5

43. When a person asks me to loan something and I really do not want to, I refuse. 1 2 3 4 5

44. When a friend invites me to join her or him and I really don't want to, I turn down the request. 1 2 3 4 5

45. When friends phone and talk too long on the phone, I can terminate the conversation effectively. 1 2 3 4 5

46. When someone criticizes me, I listen to the criticism without being defensive. 1 2 3 4 5

47. When people are discussing a subject and I disagree with their points of view, I express my difference of opinion. 1 2 3 4 5

48. When someone makes demands on me that I do not wish to fulfill, I resist the demands. 1 2 3 4 5

49. I speak up readily in group situations. 1 2 3 4 5

50. I tell my children the things I like about them. 1 2 3 4 5

51. When my children make endless demands on my time and energy, I establish some firm notions about the amount of time I am willing to give. 1 2 3 4 5

52. When my husband phones to tell me he is bringing home an unexpected guest for dinner and I've had a hard day at work, I level with him about my feelings and request that he make alternative plans. 1 2 3 4 5

53. When one friend is not meeting all of my needs, I establish meaningful ties with other people. 1 2 3 4 5

54. When my own parents, in-laws, or friends freely give advice, I express appreciation for their interest and concern without feeling obligated to follow their suggestions. 1 2 3 4 5

55. When someone completes a task or job for me with which I am dissatisfied, I ask that it be done correctly. 1 2 3 4 5

56. When I object to political practices, I take action rather than blaming politicians. 1 2 3 4 5

57. When I am jealous, I explore the reasons for my feelings, and look for ways to increase my self-confidence and self-esteem. 1 2 3 4 5

58. When a woman tells me she envies me, I accept her comments without feeling guilty or apologizing. 1 2 3 4 5

59. When I am feeling insecure, I assess my personal strengths and then take action designed to make me feel more secure. 1 2 3 4 5

60. I accept my husband's or sex partner's interests in other people without feeling I must compete with them. 1 2 3 4 5

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SCORING: How total your score. The higher your score, the greater is your level of assertive behavior.

200 - 300: A free spirit you are - casual and outspoken you have a great impact on both the social and business situations you happen to be in - plenty able to communicate your desires.

Let's face it. Our success in life largely depends on how we face new places and people, how we relate to others, how we take advantage of opportunities, how willing we are to take risks and our own view of ourself. You couldn't have done better. Count your blessings.

100 - 199: You are a little frightened at times, aren't you? However, in no way are you as defenseless as you sometimes seem. It's just that your true adventurous side is shackled by unconscious timidity, leaving you reluctant to express yourself. As a result you miss out on marvelous chances to have others see how talented and capable you really are. But hang in there. Solid research has shown that many creative people (like yourself?) with fertile and inventive minds had unhappy childhoods that brought about somewhat anti-social behavior. Try to reach out a bit more. The effort is for you - not to influence others. A little study of these statements would help give you a better grasp of how to assert yourself.

Under 100: You are often intimidated (and trampled on) by flashy boors. But remember, no failure is incurable unless you resign yourself to treat it as such. By re-reading the statements on which your score was low, you will shed surprising light on areas in which improvement will help you become more assertive. Circle those statements with a red pen and tape them to your bathroom mirror as a daily reminder of new ways of presenting yourself to the world. This is well worth doing.

From Osborn, Susan M. and Gloria G. Harris -
Assertive Training for Women, 1975.

INDIVIDUAL ASSESSMENT OF ABILITIES

Circle the number that most accurately describes your ability.

Illustration: 1 - I can't do

5 - I'm much better than average

HOW WELL CAN I

1 2 3 4 5.....bring together various things, information and/or people to accomplish a goal? (organization skill)

1 2 3 4 5.....lead or supervise other people? (supervisory skill)

1 2 3 4 5.....help other people with their problems? (counseling skill)

1 2 3 4 5.....creatively use my hands in working with color and design work? (artistic skill)

1 2 3 4 5.....sing, play or read music? (music skill)

1 2 3 4 5.....conduct, compose, or arrange for a musical group? (music management skill)

1 2 3 4 5.....develop or produce something new? (creative skill)

1 2 3 4 5.....demonstrate or sell products or services to people? (persuading skill)

1 2 3 4 5.....communicate or promote ideas to people? (media skill)

1 2 3 4 5.....relate well and enjoy working with people? (social skill)

1 2 3 4 5.....use my hands to work with sewing, leather, knitting, pottery, macrame, etc? (craft skill)

1 2 3 4 5.....repair or work with appliances, machines or tools? (mechanical skill)

1 2 3 4 5.....visualize or imagine the shape and surfaces of a finished object before it is made just by looking at the drawings or plans - visualize things in three dimensions? (space relations skill)

1 2 3 4 5.....carry out a logical procedure in my mind when there are no words or numbers to guide me? (abstract reasoning skill)

1 2 3 4 5...,.understand ideas expressed in numbers as well as think and reason with numbers? (numberical skill)

1 2 3 4 5.....understand ideas expressed in words as well as think and reason with words? (verbal skill)

1 2 3 4 5.....read quickly and accurately? (reading skill)

1 2 3 4 5.....recognize errors in grammar, punctuation, spelling, and wording of sentences? (language usage skill)

1 2 3 4 5.....type, record, file and do other clerical work? (clerical skill)

1 2 3 4 5.....teach a skill I have to someone else? (instructing skill)

1 2 3 4 5.....entertain or perform for others in activities such as dramatics, dance, gymnastics? (entertainment skill)

1 2 3 4 5.....perform in a variety of sports activities? (athletic skill)

1 2 3 4 5.....use the laboratory or library to discover answers or find information? (research skill)

Displaced Homemakers Center

Name_____

CAREER INVESTIGATION

General Area_____

Specific Job_____

a. What are the specific duties and responsibilities? What does one do all day in this position?

b. What does the person in the job like? or dislike about it?

c. How does this position develop one for future advancement? Where could it lead?

d. What factors or characteristics would make one fail or succeed in this position?

e. What kind of ability, experience, and training and education is necessary in order to obtain this position?

f. What personal commitments such as overtime or travel are required to be successful in this position?

g. What is the salary range for this position?

EMPLOYMENT RESOURCES

&

JOB FINDING TECHNIQUES

1. The Woodlawn Organization (TWO)
   1180 East 63rd Street
   Chicago, IL
   288-5840

   Many services, including employment counselling and placement. Free 9:00 - 4:30 P.M.

2. Chicago Urban League
   4500 South Michigan Ave.
   Chicago, IL 60653
   285-5800

   Vocational counselling and employment referral for minorities. Free

3. North River Commission Employment Service
   3460 W. Lawrence Ave.
   Chicago, IL 60625
   267-2313

   Placement services for full time employment. Free 8:30 - 5:00 P.M.

4. Jewish Vocational Service & Employment Center
   1 South Franklin
   Chicago, IL 60606
   346-6700

   Register for professional, managerial, & technical jobs. Small fee.

5. Employment Clearing House, Council on Training
   542 South Dearborn
   Chicago, IL 60605
   427-8435 9:00 - 5:00 P.M.

   Career and employment counselling in the field of child and youth care.
   Employment referrals. Free.

6. Metropolitan YMCA
   19 South LaSalle
   Chicago, IL
   222-8160

7. Northwestern Employment Development Corp. (for Spanish Speaking)
   2011 West Division
   Chicago, IL
   342-8382 8:30 - 3:30

   Vocational school for clerk-typist (CETA). Free.

8. American - Spanish Institute
2011 West Division
Chicago, IL 8:30 - 3:30
278-5130

Employment counselling and placement. Free.

9. SER/Jobs for Progress
1345 West 19th Street
Chicago, IL 60608
733-7120

Employment counselling and placement. Free.

10. Governmental Employment Services are not only for information on government jobs, but have listings of employment opportunities from all areas of the labor market. All government employment services are free.

1. Illinois State Job Service
(Offices in Community Service Centers)
Register for job placement. Full & Part - time.

2. U.S. Government
Visit the Dirksen Federal Building at 219 S. Dearborn, The Job Information Center - Room 1322. You must take a test and get on a roster in order to be considered for most jobs.

3. State Government - Go to the State of Illinois Personnel Dept., 160 North LaSalle and meet with a counselor. Schedule yourself for an exam and get on the roster.
793-2394

4. City Government - Call 372-9244 for tape-recorded message of latest job openings or go in person to City Hall, Personnel Dept., 121 N. LaSalle.

5. County of Cook Civil Service Commission
118 N. Clark St., Room 834
Chicago, IL 60602
443-6598
Apply at test announcement date. (Placement Office has these dates periodically.)

6. Mayor's Office of Manpower,
121 North LaSalle
Chicago, IL
744-7853

7. Chicago Alliance of Businessmen
6 North Michigan
Chicago, IL
782-3726

Administers the on-the-job CETA training program (OJT) for the Mayor's Office of Manpower

Other Important resources:

People You Know - Tell your friends, neighbors, and relatives; a personal contact will often lead to a job.

Newspapers - Check Chicago and local papers, especially the Sunday editions. The Sunday Chicago Tribune contains the most extensive listings. Beware of blind ads.

Yellow Pages of Telephone Directory - Look under headings associated with your job interests, for example, banks, hospitals, publishing houses, etc. Also check industrial directories or Chamber of Commerce lists.

Information Interviews - If you know people who are doing work you might like to do see if you can meet with them to talk about their work. They might be a source of general information and job leads.

Further Suggestions:

1. You should have a resume on hand when filling out job applications:

   a. The resume should include your educational background, past work experience (full and part time and volunteer), dates of employment, and brief job descriptions.

   b. Be prepared to list at least 3 professional references who are in a position to discuss your qualifications.

2. Keep a notebook on your job search. Include names, addresses and phone numbers of people you have contacted. You may want to contact them again.

DON'T GIVE UP. FINDING THE RIGHT JOB MIGHT TAKE WEEKS OR MONTHS OF HARD WORK.

CLIENT FOLLOW-UP SHEET

Name:

Address:

Phone:

Intake Date:

Dates Attended workshops:

Present Status:

Not Employed:

In School or Classes:

Employed:

Name of Company:

Employer Contact:

Address:

Phone:

When hired:

Starting date:

Job Title or Description of duties:

Permanent, temporary or part-time:

Salary:

Source of getting job:

Level of satisfaction:

Did you see Job Service:

Feedback for program improvement:

Comments:

mes	ENTRY DATE	CAREER PLANNING AND/OR INFORMATION	REFERRAL TO OTHER AGENCY	REFERRAL TO JOB SERVICE	PLACED IN EDUCATIONAL PROGRAM	PLACED IN CETA CLASSROOM TRAINING	PLACED IN CETA OJT	PLACED IN JOB	ATTENDED WORKSHOP SERIES	COUNSELOR	Placement Workshop	Type of Termination	Month/Year Date

Appendix J

DISPLACED HOMEMAKERS CENTER
STATISTICAL DATA

Month _____

Counselor _____

INTAKE DATE	NAME	AGE	ETHNIC BKGD.	FAMILY STATUS	EDUCATIONAL STATUS	EMPLOY. STATUS	DEPEND.	CETA/DH ELIG.	ECON. STATUS	WAGE INFO.
TOTAL	88									

Appendix K

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STATISTICAL DATA - DEFINITIONS

Family Status: W,D,S, M-R (Married, Retired Spouse)
M-D (Married, Disabled Spouse)
M-O (Married, spouse umemployed due to chronic alcohlism, or other situation)
S- (single, never married)

Ethnic Background: B,W (not Hispanic), H,Other

Employment Status: NW= Never worked; WH= work history (steady)
SP=sporatic work in the past
EMP=presently employed or in training

Dependents: Presently living in the home

CETA/DH Eligibility: GOM,MOM,DH

Economic Status: AFDC or PA= Public Assistance
ED=Economically disadvantaged based on CETA income guidelines
N=not economically disadvantaged

Wage Information: Hourly wage from last job
NONE= no previous wage

PROGRAM EVALUATION DISPLACED HOMEMAKERS CENTER DATE:_____

We are requesting your help in evaluating the effectiveness of the services offered by the Displaced Homemakers Center. We would like to continue those activities which are meaningful, and change or add to those areas which may be lacking. Please respond on the basis of what each part of the program has meant to you. Your sincere honest opinion is greatly appreciated.

A. INTAKE INTERVIEW:

1. Please check any word below which describes your first session with the counselor:

_____ helpful and informative	_____ rushed
_____ relaxed and comfortable	_____ routine
_____ valuable	_____ useless
_____ trusting	_____ uncomfortable
_____ caring	_____ dislike
_____ interesting	_____ waste of time
_____ supportive	

2. At the end of the interview did you understand the services available from the Displaced Homemakers Center? Yes_____ No____

3. Did you feel that over a four-month period that the Displaced Homemakers Center could meet your employment, training or other needs?
Yes_____ No_____ If no, what needs cannot be met? _____
_____

4. What changes would you recommend for the intake interview? _____
_____
No change_____

B. EMPLOYMENT WORKSHOP:

1. Did you attend the Employment Workshop? Yes____ No ____
If you did not attend, please state briefly your reason for not participating:
_____

2. Please check any words below which describe the Employment Workshop you attended

_____ helpful and informative	_____ too much information at once
_____ relaxed and comfortable	_____ of little use
_____ valuable	_____ of no use
_____ interesting	_____ uncomfortable
_____ supportive	_____ dislike
_____ stimulating	_____ waste of time

3. What were the two most important aspects of the workshop for you?
a. _____
b. _____

4. What information was the LEAST helpful to you? _____

_____

5. What changes would you recommend for the Employment Workshop? _____

_____

_____

- - - -

5. Have you been able to cope with or solve any problems as a result of your contact with the Displaced Homemakers Center? ____Yes ___ No
If Yes, please explain the problems affected:
_____
_____
_____

6. Has your motivation (or will to succeed) been increased as a result of your contact with the Displaced Homemakers Center? ____ Yes ____ No

7. Have you been able to better plan your life and future goals as a result of your contact with the Displaced Homemakers Center? _____Yes _____ No

8. Has your attitude about yourself and your abilities changed for the better as a result of your contact with the Displaced Homemakers Center?
_____ Yes _____ No

9. What is your next plan of action? _____
_____
_____

10. How can we assist you with your plan? _____
_____
_____
_____

11. How many contacts have you had with the Displaced Homemakers Center? Please include all phone contacts as well as office visits.
_____ Only one _____ 1 - 5 _____ 5 - 10 _____ over 10

12. COMMENTS:
We welcome additional comments from you. Please use the back of this sheet if additional space is needed.

Return to the Counselor or Receptionist when completed. THANK YOU.

Displaced Homemakers Center
185 No. Wabash - 8th Floor
Chicago, Illinois 60601

PROJECT NEW START
DISPLACED HOMEMAKERS CENTER

EVALUATION SHEET

Date:_____ Workshop Session: 1 2 3 4 5 6 special

Please respond on the basis of the personal value of each part of the workshop You do not need to sign your name. Thank you.

---

1. What were the two most important aspects of the workshop for you?

   a._____

   b._____

2. List two ways that you can use this information in your daily life?

   a._____

   b._____

3. What information was the LEAST helpful to you?

   a._____

   b._____

4. Which of today's topics would you like to know more about?

   a._____

   b._____

5. Check below any statement you feel generally describes today's session:

   _____ helpful and informative

   _____ interesting and stimulating

   _____ too much information at once

   _____ of little or no use

   _____ uncomfortable, waste of time

   _____ not enough time for questions and answers

6. How would you rate the usefulness of the specific information provided in today's session?

	helpful	of interest, but not of value to me at present time	not helpful
1. decision making			
2. confidence building			
3. values & setting goals			
4. assertiveness			
5. skills assessment			
6. the job market			
7. job applications			
8. job search techniques			
9. education & training resources			
10. health issues			
11. resume writing			
12. legal resources			
13. time & money management			
14. employment nest syndrome			
15. coping with loss			
16. interviewing			
17. career planning			
18. family services resources			
19. other			

7. Your comments and recommendations for improvements or for future workshops:

PROJECT NEW START--A DISPLACED HOMEMAKERS CENTER

CLIENT PROFILE

Background Information:

Mary B. is a fifty-two year old caucasian displaced homemaker, who entered the Center's program in February, 1979. After a marriage of twenty nine years duration, Mary was divorced from her husband, a chronic alcoholic. The divorce took place 1 ½ yrs. ago.

Unfortunately, it has taken Mary these past eighteen months to emotionally divorce herself from her ex-spouse. Because of this, she has continued to rely on sporatic financial support from her ex-husband, and has used her savings to support herself and her 16 year old son. She has done no active job hunting, and has no work history other than her work as a homemaker.

The entire family has been adversely affected by the problems associated with alcoholism, and these are presently exhibited to the greatest degree in the behavior of Mary's son.

Intake: (Feb., 1979)

Upon contacting the center, Mary is screened for eligibility.* After determining that she meets the requirements for displaced homemaker status and low-income guidelines, she attends a series of pre-employment skills workshops along with approximately fifteen other participants. The duration of the workshop series is six sessions over a three week period, or a total of thirty classroom hours.

During the first session, Mary has an opportunity to share her fears, frustrations and needs with her peers and with a staff counselor. This is done in a small group setting.

Workshops: (Feb., 1979)

Topics covered in the workshops include: confidence building, skills identification, job search techniques, interviewing techniques, career awareness and planning. Through informal participation, Mary has determined that her most immediate need is for job placement, and contracts to pursue this goal after having completed the workshop series.

To help her meet her personal needs, Mary is referred to the local Al-Anon family group, in the hopes that she can learn to cope with the residual effects of alcoholism in the home.

M.O.V.E. Group (Placement Assistance): (March, 1979)

Here Mary works with staff member and with representative from Illinois Job Service for purposes of securing employment. She is referred to several job interviews, and arranges for an interview on her own, as well.

(April, 1979): Continued telephone contact with Mary, who has stopped attending MOVE group sessions. Apparently, realities of job search have proved frustrating. Mary is presently "fence sitting."

(Latter part of April, 1979) Mary is offered an entry level clerical position with a large department store. Pay scale is extremely low ($3.25 per hour), but job provides important employee benefits. Mary accepts job.

CLIENT PROFILE (cont'd):

(May, 1979) Mary has difficulty in adjusting to rigors of full-time employment. Begins missing work. Center is contacted about this problem by personnel employee who was instrumental in working with center to get Mary placed in job.

Follow-up (May, 1979):

Staff counselor meets with Mary after several telephone conversations, to discuss the on-the-job and related problems. Mary is advised to speak directly to her immediate supervisor, rather than follow her strong inclinations to quit her position.

(June, 1979): Mary calls to inform her counselor that she is still employed, but seeking information for implementing long-range plans to acquire a better paying position. Specifically, she is assisted in identifying practical training programs for skills improvement.

(End)

* (Note: The present eligibility requirements for participants is that they be between the ages of 35 - 60, and qualify as either divorced, widowed, separated or married with a retired or disabled spouse. In addition, participants must meet the CETA low income eligibility requirements.

During the initial contact, whether it is by phone or personal interview, Mary's immediate situation and needs are assessed. A pre-determined schedule for participation is then introduced, unless a client's needs cannot be dealt with within this framework. In such cases, referrals are made.)

PROJECT NEW START--A DISPLACED HOMEMAKERS CENTER

CLIENT PROFILE

Background Information:

Tina is a 48 year old black woman, married, whose spouse has recently lost his job after suffering a debilitating illness. She is the mother of seven children, 5 of whom are still living at home. She is a high school graduate, with limited entry level work experience outside the home.

At the time of intake, the family income was over the limit, in terms of CETA eligibility requirement. In the initial intake screening session it was learned that Tina felt the urgency for finding employment, but sensed that she needed skills training before she could secure a job that would meet her financial needs. Tina had also determined that her family could continue to support itself for a short duration (at least 6 months) before their income reached poverty level.

Intake: (Oct., 1978)

Tina is interviewed in a personal counseling session, where initial goal setting is begun. She decides to become involved in the pre-employment skills workshop series at counselor's suggestion.

Training Classes

Tina is enrolled for all classes which are made available through center. These include a beginning Typing class, a Business English class, and a Business Math class.

November, 1978 December	Tina is enrolled and attending classes which meet 2 times per week for a total of 12 hours per week. Classes continue for 8 weeks.
January, 1979	Tina attends a special all-day Job Fair sponsored by the Center, but does not feel she is ready to enter a job. She decides instead to take another 8 weeks of the typing class to upgrade her newly learned skill and gain typing speed.
January, 1979 February	Continues in typing class. Finishes typing class with regular attendance and progress.
March, 1979	Family problems abound. Tina is not actively involved in Center functions.
April, 1979	Placement Assistance - A special effort for placement is undertaken by Center to help former participants who "fell by the wayside" to find employment. This is an intensive one-week, all-day drive to assist clients. Tina attends these sessions and is sent out on several interviews.
Latter part of April, 1979	Tina is placed into a very good job ($8,900 per year) in a large company. She is hired as a Mail room supervisor/clerical assistant.
Follow-up (June, 1979)	Tina is still on the job, and has resolved some initial family - related problems which were interfering with her work. States she is very grateful for Center's assistance.

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You've been a homemaker for most of your adult life.

Now you must be a breadwinner, too. Perhaps for the first time since your teens; perhaps the first time ever.

You need a job and don't know where or how to enter the world of work.

WHAT IS NEW STA...?

Project New Start, the Displaced Homemakers Program of the City Colleges of Chicago, can help you make the transition from homemaker to financially self-supporting person, male or female. All services are free of charge.

WHO IS A DISPLACED HOMEMAKER?

You are a Displaced Homemaker if you are an individual who:

- is between 35 and 60 years of age
- has worked in the home for a substantial number of years, providing unpaid household services for family members
- has been dependent upon the income of another family member, but is no longer supported by such income, due to divorce, death of a spouse or other loss of family income
- is currently unemployed or underemployed
- has been dependent upon federal assistance, but no longer is eligible for such assistance.

YOU ARE NOT ALONE

There are an estimated 100,000 Displaced Homemakers in the State of Illinois from all income levels and educational backgrounds. You may be one of the many asking yourself:

- **Where do I find a job if I have no experience, no training?**
- **Where can I get job training or prepare for a career?**
- **Can I compete with people in their 20's and early 30's who also are looking for work?**
- **How do I start looking for a job that can pay me enough to support myself and my family?**

Project New Start is designed to answer these questions by giving you the tools to become self-sufficient and job ready, to make the transition from work in the home to paid employment in the outside world of work.

WHO IS ELIGIBLE?

Eligible for Project New Start are Illinois Displaced Homemakers 35 to 60 years of age who are: economically disadvantaged; required to support themselves and sometimes a family due to divorce, death of a spouse or other loss of family income; lacking in skills to obtain and hold a job; unemployed or underemployed.

FREE SERVICES

To help the Displaced Homemaker achieve this goal, Project New Start offers individuals a personalized plan to determine immediate and long-range needs through the following free services:

- Individual and group career guidance
- Individual skills evaluation
- Pre-employment Skills Worksnops (resumé writing, job search and interview techniques, communication skills, assertiveness training and confidence building)
- Advisement and referral to educational and training programs, as well as community resources
- Data on job markets, current and future, plus current job listings from the Illinois State Job Service
- Employment referral, placement and follow-up.

Individual skills evaluation, example, assesses talents every homemaker develops through experiences such as maintaining a home and family life, raising children and volunteer services. Many of these skills – organizational ability, supervision, child care, abstract reasoning – are highly developed in the mature homemaker and can be applied to paid employment.

Project New Start, serving Displaced Homemakers from throughout Northern Illinois, is administered by Chicago City-Wide College, one of the City Colleges of Chicago, and funded by the Governor's Office of Manpower and Human Development (CETA), the City of Chicago Mayor's Office of Manpower (CETA), and the Illinois Office of Education, Department of Adult Vocational and Technical Education.

CALL OR WRITE

For more information or an appointment, fill out and mail the return card in this flyer, or, call or write:

PROJECT NEW START
Displaced Homemakers Center
CHICAGO CITY-WIDE COLLEGE
185 North Wabash Avenue –
Eighth Floor
Chicago, Illinois 60601
(312) 977-2538
Office Hours: 9:00 A.M. to 4:00 P.M. Monday through Friday

Project NEW START

Displaced Homemakers Center
CHICAGO CITY-WIDE COLLEGE
185 North Wabash Avenue - Eighth Floor
Chicago, IL 60601

PLACE STAMP HERE

Project NEW START

for the Mature Homemaker Entering the Outside World of Work.....

DISPLACED HOMEMAKERS CENTER
Chicago City-Wide College
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